Agenda
General Faculty Meeting
February 14, 2017 – Lowrimore Auditorium

I. Call to Order

II. Approval of the Minutes from the November 29, 2016 meeting

III. Elections

Faculty Chair
Two At-large Senators
Faculty Life

IV. Report from Executive Committee

V. Report from the Senate (*See the attachment for complete proposals. See the appendix for supporting materials).*

1. Department of Biology
   Item A. Modifies the Mission Statement.
   Item B. Adds course, BIOL 102
   Item C. Adds course, BIOL 320
   Item D. Adds course, BIOL 412
   Item E. Deletes course, BIOL 408
   Item F. Adds new Biology Secondary Education Option
   Item G. Adds Four Year Plan of Study for new Biology Secondary Education Option
   Items H – L. Modifies course numbers to match recently added and deleted courses
   Item M. Adds exceptions for minor/collateral requirements for Biology Secondary Education Option
   Item N. Adds new degree options under the Department of Biology
   Item O. Adds exceptions for minor/collateral requirement for the Biology Secondary Education option

2. Department of English, Modern Languages, and Philosophy
   Item A. Changes the course name of ART 206 in the catalog

3. Fine Arts Department
   Items A – F. Changes the course titles for ART 206, 230, 330, 331, 430, and 431

Item G. Changes Visual Communication Design Specialty to Graphic Design Specialty
Item H. Modifies mission statement to match new specialty areas
Item I. Changes Specialty area to match Item H above
Item J. Deletes Visual Communication Design Specialty to Graphic Design Specialty

4. Department of History
   Item A. Changes requirements for a major in History
   Item B. Changes HIST 201, 202, 203, 204, and 205 to 100-level courses
   Item C. Modifies prerequisite requirements for a number of HIST courses
   Item D. Changes description for HIST 303
   Item E. Changes course title for HIST 318
   Item F. Changes course title for HIST 319
   Items G-H. Adds new courses, HIST 210, 220, and 420
   Items I-L. Adds new courses, HIST 357, 363, 364, and 391
   Items M-Y. Changes course numbers from 200-level to 100-level to match Item B above

5. School of Health Sciences
   Item A. Adds statement about calculating the core science and overall GPA in nursing prerequisite courses
   Item B. Adds statement about making progress in the nursing program
   Item C. Corrects statement to match University Residence Requirements

6. Department of Physics and Astronomy
   Item A. Modifies prerequisite/corequisite for ENGR 101
   Item B. Modifies course description for ENGR 201
   Item C. Modifies prerequisite/corequisite for ENGR 301
   Item D. Modifies course description for ENGR 320
   Item E. Modifies course description for ENGR 330
   Item F. Modifies prerequisites and course description for ENGR 355
   Item G. Modifies prerequisites and course description for ENGR 356
   Item H. Modifies prerequisites and course description for ENGR 373
   Item I. Modifies prerequisites and course description for ENGR 420
   Item J. Modifies prerequisites and course description for ENGR 467
   Item K. Modifies prerequisites for ENGR 470
   Item L. Modifies prerequisites for ENGR 480
   Item M. Adds new course, ENGR 397
   Item N. Adds new course, ENGR 497

Item O. Adds new course, PSCI 150
Item P. Deletes requirement for CHEM 303
Item Q. Modifies prerequisite for PHYS 210
Items R-S. Modifies dates of course offerings for PHYS 401 and BIOL 415
Item T. Adds new course, PHYS 410
Item U. Modifies requirements for concentration in computational physics
Item V. Modifies requirements for a minor in physics

7. Department of Psychology
   Item A. Changes requirements for a major in Psychology

8. Department of Sociology
   Item A. Changes requirements for a major in Sociology
   Item B. Changes title of Sociology major – general track
   Item C. Deletes second footnote in catalog
   Item D. Changes prerequisite for SOCI 339

9. School of Education
   Items A-B. Modifies number of Education degree options to include Secondary Biology
   Items C-E. Modifies number of hours for graduation to include ENGL 101 or 101E/101L and to include PSCI 150
   Item F. Adds Secondary Biology as a secondary education option
   Item G. Modifies course requirements for EDUC 310 to include a clinical component
   Item H. Modifies course descriptions for EDUC 638, 639, and 737

VI. Old Business

1. Proposal from the Admissions, Advising, and Retention Committee

Item A. Changes membership and chair composition for Admissions, Advising, and Retention Committee

VII. New Business

VIII. Announcements

IX. Adjournment

Attachment to the General Faculty Agenda – February 14, 2017

V. **Proposal from the Senate**

1. Proposals from the Department of Biology

A. **MODIFY** on page 67, the Mission Statement

FROM:

The Department of Biology offers a liberal arts based baccalaureate degree in biology. Studies are tailored to meet students' future career needs, including pre-medical, pre-dental, and pre-veterinary programs, preparation for graduate studies, or direct entry into careers such as environmental work. Minor and collateral programs in biology are offered, and courses are provided to support the collateral and minor in environmental studies. A two-semester lecture and laboratory sequence supports General Education Requirements. The department places a high value on the laboratory and field component of the education of all students. Superior students are encouraged to engage in research projects, directly supervised by members of the faculty. In cooperative programs with other universities, some students initiate study at Francis Marion University in forestry or wildlife and fisheries biology and later transfer to Clemson University. A degree in biology with emphasis in Medical Technology is offered by Francis Marion University in which students supplement three years of study in the Department of Biology with one year of clinical studies in an approved program.

TO:

The mission of the Department of Biology is to produce scientifically literate graduates who display robust knowledge of biological principles from molecules to ecosystems. We train our undergraduate students to use their critical thinking skills and mastery of biological principles to perform inquiry into the biological world and effectively convey biological information. We are committed to experiential learning including laboratory, field, and research experiences. Students graduating from this program will be well prepared for a variety of professional careers or entry into graduate school programs.

Rationale for A: To update the mission statement and to make it congruent with that used in the IE Report.

B. **ADD** the following course on p. 68:

102 Biology for Education Majors (4:3-3) (Recommended for all education majors with the exception of MLE science and secondary biology; does not count towards the Biology major). This course is a lab science course that provides the information needed for the Life Science part of the PRAXIS "Elementary Education: Content Knowledge" exam. By the end of the course, students should: understand the scientific method, including being proficient with science and engineering practices; have an understanding of the basic science upon which biology rests, including the areas of cell biology, genetics, organ systems, energetics, evolution, and ecology; develop a basic understanding of how plants and animals contribute to and function within our environment; and be familiar with plant and animal diversity and physiology.

Rationale for B: The School of Education recommends that students take only one biology course as part of the science General Education requirements. We do not have a biology course that covers all the content needed for the PRAXIS exam. We are adding this course to better prepare the education majors for the life science section of the PRAXIS / elementary content.

C. **ADD** the following course on p. 69 of the current catalog:
320 Plant Evolution and Diversity (4:3-3) (Prerequisite: 106 or permission of department). This course utilizes the framework of evolutionary processes and the tools used by biologists who study systematics to better understand the diversity in the plant kingdom. Students will study the patterns, processes, and mechanisms of plant evolution and speciation. The course will detail each phylum of extant plant and places a focus on flowering plants, covering such topics as plant and pollinator coevolution, plant defenses against herbivory, and crop improvement.

Rationale for C: This course extends the offerings of the Biology Department to include new faculty area of expertise.

D. **ADD** the following course on p. 70:
412 Behavioral Ecology (4:3-3) (Prerequisites: 106 and junior status or permission of department) Topics within ecology and evolution combine as students examine the adaptive significance of behavior. Key concepts include altruism and selfishness, evolutionary stable strategies and game theory, coevolution in relation to predation and predator avoidance, competition, sexual selection, parental care and conflict, communication, and human behavior. Students will explore relevant primary literature and develop and test hypotheses in topic-specific laboratories.

Rationale for D: This is a replacement course for Biology 408 (being deleted) and extends the offerings of the department to include new faculty area of expertise.

E. **DELETE** on page 70
   a. **408 Population Ecology** (4:3-3) (Prerequisite: 20 hours in biology or permission of department) Conceptual and quantitative approach to the ecology and dynamics of natural populations and communities from an evolutionary perspective. Direct practical applications in fisheries, game and natural resource management, and conservation will be discussed.

Rational for E: This class will no longer be offered.

F. **ADD** on page 68 (after Medical Technology Option) new Biology Secondary Education Option

Biology Secondary Education Option
Coordinator: Dr. Ann Stoeckmann
The Francis Marion University School of Education prepares caring and competent teachers for the 21st century.
The Biology Secondary Education Option offers students the knowledge base for licensing to teach biology in the state of South Carolina. Students complete a program of study composed of core areas in biology, related sciences and education, and student teaching. The department supports and encourages the conceptual framework in the School of Education.

Students must schedule a conference with the School of Education to discuss the Professional Education Program and must successfully complete the Biology courses listed for licensure in secondary education by the School of Education.

The Biology Secondary Education Option requires completion of the following courses, which include General Education courses, certain core science and mathematics courses, education courses, biology courses, and student teaching.

General Education Requirements **36-37 hours**

Communications 9 or 10 hours
- English 101 (or 101 E), 102……... 6 or 7
- Speech Communication 101……...……..3

Social Sciences 9 hours
- Political Science 101 or 103……3
- Social Science Electives……..…….6
- (Geography 105 and Sociology 201 recommended)

Humanities 12 hours
- Literature…….……..……3
- Art 101, Music 101, or Theater 101…….……..3
- History ……...……..3
- Humanities Elective…….……3

Mathematics 6 hours
- Math 111, 132, or higher……6

Biology Course Requirements **49 hours**

Introductory Biology
- Biology 105, 115, 106……8

Cell & Molecular Biology: one course from
- Biology 220, 301…….……..4

Plant Biology: One course from
- Biology 206, 207, 208, 303, 307, 320…..……..4

Ecology: One course from
- Biology 308, 317, 318, 402, 411, 412……..……....4

Genetics: One course from
- Biology 401, 409……...……4

Biological Research Methods
- Biology 413 and 497 (concurrent)…….……4

Biology Electives: one course from
- Biology 205, 215, 236, 311, 406 …….……..…… 4

Senior Seminar
- Biology 499……..1

Chemistry
- Chemistry 101, 102, 201…….…….……12

Physics
- Physics 215*……..……...……4

Education Requirements **42 hours**

Pre-Professional Education 7 hours
- Education 190/191 (corequisites) ……..……..4

Education 305……..3

Professional Education 20 hours

Education 310……3
Education 311……..……..3
Education 313……..……..1
Education 322……...…….3
Education 380……...……...2
Education 393 and 437 (concurrent) ……...……..5
Education 411……...……..3

Student Teaching Block 15 hours

Education 487……...……..3
Education 490……..…..12

*In addition, students are strongly encouraged to take Physics 216.

Total hours required for graduation……127-128

Rationale for F: This is a new program of study we have been given approval by the administration to pursue. We also have the support of Dean Bausmith and the School of Education, who have been working with us to develop this program. We believe that adding secondary education options in biology will fulfill a growing need both in the state and nationally. In May 2016, CERRA released a Teacher Supply Study Report that highlights the growing need for science (and other) teachers in SC. Over the coming decades, they project a growing shortage of science teachers in SC, with a shortfall of 89 science teachers in 2016, growing to a shortfall of 774 by 2027. By 2027, there will be a larger shortfall of science teachers than of any other subject. We believe that adding this program will help fill some of that shortfall. We have a full feasibility study for this major with additional information available upon request.

G. **ADD** page 74 before the Four Year Plan of Study for Medical Technology the following Four Year Plan of Study

FOUR YEAR PLAN FOR BIOLOGY MAJORS: BIOLOGY SECONDARY EDUCATION OPTION

Freshman Year

Fall		Spring	
Math 111 or higher	3	Math 132 or higher	3
English 101 (or English 101E)	3-4	English 102	3
Biology 105 and 115L	4	Biology 106	4
Chemistry 101	4	Chemistry 102	4
	14 - 15	Art 101, Music 101, Theater 101	3
			17

Sophomore Year

Fall		Spring	
History	3	Speech 101	3
Social Science Elective	3	Political Science 101 or 103	3
Literature	3	Education 305	3
Education 190/191	4	Biology (Plant)	4

Chemistry 201	4	Biology (Cell)	4
	17		17

Junior Year

Fall		Spring	
Humanities Elective	3	Education 310	3
Education 311	3	Education 322	3
Education 313	1	Education 411	3
Biology (Genetics)	4	Biology (Ecology)	4
Physics 215	4	Biology 413 and 497	4
	15		17

Senior Year

Fall		Spring	
Social Science Elective	3	Education 487	3
Education 380	2	Education 490	12
Education 393	2		15
Education 437	3		
Biology Elective	4		
Biology 499	1		
	15		

Total Hours Required for Degree 127-128

Rationale for G: This adds a four year plan to the new Biology Secondary Education Option, and matches the four year plans in place for other biology major options.

H. **MODIFY** on page 67, under Major

FROM:

2. One course in plant biology (either 206, 207, 208, 303, 307, 310, or 313)

TO:

2. One course in plant biology (either 206, 207, 208, 303, 307, 313, or 320)

I. **MODIFY** on page 67, under Major

FROM:

4. One course in ecology (either 308, 314, 317, 408, or 411)

TO:

4. One course in ecology (either 308, 314, 317, 411, or 412)

J. **MODIFY** on page 68, under Environmental Science Option

FROM:

Organismal (Plant): one course from
Biology 206, 207, 208, 313……4

TO:

Organismal (Plant): one course from
Biology 206, 207, 208, 307, 313, or 320 ……4

K. **MODIFY** on page 68, under Environmental Science Option

FROM:

Ecology: one course from

Biology 308, 314, 317, 318, 402, 408, or 411……..…4

TO:

Ecology: one course from
Biology 308, 314, 317, 318, 402, 411, or 412……..…4

L. **MODIFY** on page 68, under Environmental Science Option

FROM:

Biology Elective: one course from
Biology 201, 202, 204, 206, 207, 208, 209, 308, 312
313, 314, 315, 402, 408, 411……..…….……4

TO:

Biology Elective: one course from
Biology 201, 202, 204, 206, 207, 208, 209, 307, 308, 312
313, 314, 315, 317, 318, 320, 402, 411, or 412……4

Rationale for H-L: These changes simply clean up the catalogue to match recently added and deleted courses, including those in this proposal.

M. **MODIFY** on page 62, under Major

FROM:

All major programs require students complete either a minor of 18 semester hours or two collaterals of 12 semester hours each as part of a degree program at FMU. The only exceptions are….majors in Art Education, Early Childhood Education…

TO:

All major programs require students complete either a minor of 18 semester hours or two collaterals of 12 semester hours each as part of a degree program at FMU. The only exceptions are….majors in Art Education, Biology Secondary Education Option, Early Childhood Education…Biology, Secondary education. (Although no minor is required, a collateral in chemistry is required).

Rational for M: Adds exceptions for minor/collateral requirement for the Biology Secondary Education. Given the amount of biology and education classes they are taking, they are almost double majoring anyway, and will actually end up with a collateral in chemistry as part of the biology requirements. In addition, dropping the minor/collateral requirements parallels what already happens in the similar English and Math secondary education programs.

N. **MODIFY** on page 63, under Francis Marion University College of Liberal Arts

FROM:

Department of Biology
Biology (B.A., B.S., minor, collateral)

TO:

Department of Biology
Biology (B.A., B.S., minor, collateral)
Biology Secondary Education (B.S., no minor or collateral)

Rational for N: These additions better reflect the offerings of the department, and make it easier for perspective students flipping through the catalogue to see the diversity of degree options within the department.

O. **MODIFY** on page 65, last paragraph at bottom of page

FROM:

All major programs require students to complete either a minor of 18 semester hours or two collaterals of 12 semester hours each as part of a degree program at Francis Marion University. The only exceptions are programs….majors in Art Education, Early Childhood Education…

TO:

All major programs require students to complete either a minor of 18 semester hours or two collaterals of 12 semester hours each as part of a degree program at Francis Marion University. The only exceptions are programs….majors in Art Education, Biology Secondary Education Option, Early Childhood Education…(Although no minor is required, a collateral in chemistry is required.)

Rational for O: Adds exceptions for minor/collateral requirement for the Biology Secondary Education. Given the amount of biology and education classes they are taking, they are almost double majoring anyway, and will actually end up with a collateral in chemistry as part of the biology requirements. In addition, dropping the minor/collateral requirements parallels what already happens in the similar English and Math secondary education programs.

2. Proposals from the Department of English, Modern Languages, and Philosophy

A. CHANGE on page 79 of the current *Catalog*, under b) PROFESSIONAL WRITING PROGRAM

FROM:

In addition to the requirements above, the student majoring in Professional Writing is required to complete Art 206 Introduction to Visual Communication.

TO:

In addition to the requirements above, the student majoring in Professional Writing is required to complete Art 206 Introduction to Graphic Design.

3. Proposal from the Fine Arts Department

A. CHANGE on page 98 of the current *Catalog*, the title of ART 206

FROM:

ART 206: Introduction to Visual Communication Design

TO:

ART 206: Introduction to Graphic Design

B. CHANGE on page 99 of the current *Catalog*, the title of ART 230

FROM:

ART 230: Visual Communication I

TO:

ART 230: Graphic Design I

C. CHANGE on page 99 of the current *Catalog*, the title of ART 330

FROM:

ART 330: Visual Communication II

TO:

ART 330: Graphic Design II

D. CHANGE on page 99 of the current *Catalog*, the title of ART 331

FROM:

ART 331: Interactive Communication I

TO:

ART 331: Interactive Design I

E. CHANGE on page 99 of the current *Catalog*, the title of ART 430

FROM:

ART 430: Visual Communication III

TO:

ART 430: Graphic Design III

F. CHANGE on page 99 of the current *Catalog*, the title of ART 431

FROM:

ART 431: Interactive Communication II

TO:

ART 431: Interactive Design II

G. CHANGE on page 98 of the current *Catalog*, under VISUAL COMMUNICATION DESIGN SPECIALTY

FROM:

VISUAL COMMUNICATION DESIGN SPECIALTY
SOPHOMORE PORTFOLIO REVIEW IN THE DEPARTMENT OF FINE ARTS
A portfolio review is required for Visual Arts - Visual Communication Design Specialty

majors seeking to enroll in Visual Communication Design courses at the 300 level. The portfolio review is also required for transfer students, students changing majors or students changing specialties who elect to continue in the Visual Communication Design Specialty within the Visual Arts program.

In order to register for any 300 level course in the Visual Communication Design Specialty the student must pass the review requirements. Students who do not pass the review are eligible to reapply the following semester.

TO:

GRAPHIC DESIGN SPECIALTY
SOPHOMORE PORTFOLIO REVIEW IN THE DEPARTMENT OF FINE ARTS
A portfolio review is required for Visual Arts - Graphic Design Specialty majors seeking to enroll in Graphic Design courses at the 300 level. The portfolio review is also required for transfer students, students changing majors, or students changing specialties who elect to continue in the Graphic Design Specialty within the Visual Arts program.

In order to register for any 300 level course in the Graphic Design Specialty the student must pass the review requirements. Students who do not pass the review are eligible to reapply the following semester.

H. CHANGE on page 92 of the current *Catalog,* under Mission Statement

FROM:

Students majoring in art education, music industry, theatre arts, and visual arts combine general education courses with lecture courses in art education, art, music, or theatre history, and upper-level courses emphasizing studio performance. Theatre arts majors may specialize in performance areas or design and technical production areas. Visual arts majors may specialize in ceramics, visual communication design, painting, or photography. A music industry degree is offered. These major programs serve as ends in themselves as well as preparation for graduate study, related careers, and the teaching of art.

TO:

Students majoring in art education, music industry, theatre arts, and visual arts combine general education courses with lecture courses in art education, art, music, or theatre history, and upper-level courses emphasizing studio performance. Theatre arts majors may specialize in performance areas or design and technical production areas. Visual arts majors may specialize in ceramics, graphic design, painting, or photography. A music industry degree is offered. These major programs serve as ends in themselves as well as preparation for graduate study, related careers, and the teaching of art.

I. CHANGE on page 98 of the current *Catalog,* under 3. Four Courses in one specialty area:

FROM:

d) Visual Communication Design Specialty: Art 231, 330, 331, and 430 or studio courses

approved by the faculty adviser and department.

TO:

d) Graphic Design Specialty: Art 231, 330, 331, and 430 or studio courses approved by the faculty adviser and department.

Rationale: These title changes are requested by the department to maintain nomenclature that reflects what the art and design industry uses as standard and what prospective students recognize and understand. These titles are consistent with similar courses at National Association of Schools of Art and Design (NASAD) accredited institutions. This will also help with transfer of coursework to and from other institutions.

J. DELETE on page 3 of the current *Catalog*, in the Table of Contents, under Department of Fine Arts:

Visual Communication Design Specialty . . . . .

Replace with

Graphic Design Specialty…….

RATIONALE: *The Visual Communication Design Specialty was originally the Graphic Design Specialty. Several years ago the professional and academic trend was toward Visual Communication Design which was a little broader in scope. The reality, though, is that the trend has not really been embraced by the larger world and prospective students seem confused by the Visual Communication nomenclature. Graphic Design is still the language used through most of the educational settings from which we receive students, and there is some concern that searches may be more specific to "graphic design" programs. Though there are some parts of the program curriculum that are more on the side of visual communication, the majority of the specialty focuses on graphic design. The faculty in this area feel the Graphic Design Specialty is a better choice for advertisement and recruitment at this point in time.*

4. Proposals from the Department of History

A. CHANGE, on page 101 of the current catalog, under **MAJOR**

FROM

A major in History requires the following:

1. History course requirements:
   a. at least three hours but not more than 12 hours of course work below the 299 level
   b. History 299 (which shall normally be taken during the sophomore year)
   c. 24 hours of additional course work which must include at least one course from each of the following groups:
      GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 351
      GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370
      GROUP C: HIST 300, 303, 304, 307, 311, 316, 317, 319, 344, 345, 346, 347, 362, 406
   d. History 499 (which shall normally be taken during the senior year)

2. Minor/collateral requirements (two options)
   a) two 12-hour collaterals approved by the faculty adviser
   b) an 18-hour minor approved by the faculty adviser
3. Participation in all required program assessment activities during the senior year.
4. *Completion of a foreign language through 202

**Students seeking the Bachelor of Arts degree with a major in history must complete all the major requirements listed above (one through four). Students preparing for graduate studies in history are especially encouraged to complete the Bachelor of Arts degree. Students have the option to earn the Bachelor of Science degree with a major in history by satisfying requirements one through three of the major requirements listed above.

TO

1. Requirements for majors seeking a concentration in U.S., European, or Non-Western History (totaling 33 hours):
   a. at least three hours below the 199 level
   b. History 299 (which shall normally be taken during the sophomore year)
   c. 24 hours of additional course work which must include at least one course from each of the following groups*
      GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 351
      GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370
      GROUP C: HIST 300, 303, 307, 311, 316, 317, 319, 344, 345, 346, 347, 362, 406
   d. History 499 (which shall normally be taken during the senior year)
2. Requirements for majors seeking a concentration in Public History and Archaeology (totaling 33 hours):
   a. at least three hours below the 199 level
   b. History 299 (which shall normally be taken during the sophomore year)
   c. 3 hours each in Groups A and B:
      GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 351
      GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370
   d. HIST 210, 220, 303, 316, 420
   e. History 499 (which shall normally be taken during the senior year)
3. Minor/collateral requirements (two options)
   a) two 12-hour collaterals approved by the faculty adviser
   b) an 18-hour minor approved by the faculty adviser
4. Participation in all required program assessment activities during the senior year.
5. *Students wishing to seek a concentration in U.S., European, or Non-Western History must take at least 15 hours in the appropriate group of courses.
6. **Completion of a foreign language through 202

**Students seeking the Bachelor of Arts degree with a major in history must complete requirements 1 or 2 as well as 3, 4 and 6. Students preparing for graduate studies in history are especially encouraged to complete the Bachelor of Arts degree. Students have the option to earn the Bachelor of Science degree with a major in history by satisfying requirements 1 or 2, as well as 3 and 4.

Rationale:

There are two reasons for this change. First, some students may wish to take most of their courses in U.S., European, or Non-Western History; by giving them the opportunity to graduate with a "concentration" in one of those fields, they can sell themselves as having a particularly strong background in their field of choice. That ability to sell themselves could be especially useful to undergraduates seeking entry into graduate school. Second, President Carter asked the Department of History to hire an archaeologist who

will teach courses and conduct fieldwork. Furthermore, he envisions this person engaging in public history activities throughout the region. Since the archaeologist who is hired will, at least initially, focus his or her work on colonial and revolutionary-era South Carolina – which will enhance FMU's presence in the state – and as his or her students may participate in presentations or other public events, it is important that those students have a background in archaeology, in the histories of both the colonial era and South Carolina, and in public history. Hence, the department has established for these students a separate curriculum, one that emphasizes archaeology, South Carolina and colonial history, and public history.

B. CHANGE, on page 101 of the current catalog, under **History Courses (HIST)**

FROM:

201 United States History to 1877 (3) General survey of the United States from the era of discovery until 1877, emphasizing major political, economic, social, and intellectual developments.

202 United States History since 1877 (3) General survey of the United States from 1877 to the present, emphasizing major political, economic, social, and intellectual developments.

203 European History to the French Revolution (3) General survey of European civilization from its ancient origins to the French Revolution with emphasis on major social, economic, intellectual, and political developments.

204 European History since the French Revolution (3) General survey of European civilization from the French Revolution to the present with emphasis on major social, economic, intellectual, and political developments.

205 Introduction to Modern World History (3) A survey of cultural traditions, political institutions, social structures, economic patterns, and applied technologies in the world. Emphasizes the distinctive features of different parts of the globe, with examples drawn from Asia, Africa, the Middle East, the Americas, and Europe, and the increasing importance of global interactions from the nineteenth century to the present.

TO:

101 United States History to 1877 (3) General survey of the United States from the era of discovery until 1877, emphasizing major political, economic, social, and intellectual developments.

102 United States History since 1877 (3) General survey of the United States from 1877 to the present, emphasizing major political, economic, social, and intellectual developments.

103 European History to the French Revolution (3) General survey of European civilization from its ancient origins to the French Revolution with emphasis on major social, economic, intellectual, and political developments.

104 European History since the French Revolution (3) General survey of European civilization from the French Revolution to the present with emphasis on major social, economic, intellectual, and political developments.

105 Introduction to Modern World History (3) A survey of cultural traditions, political institutions, social structures, economic patterns, and applied technologies in the world. Emphasizes the distinctive

features of different parts of the globe, with examples drawn from Asia, Africa, the Middle East, the Americas, and Europe, and the increasing importance of global interactions from the nineteenth century to the present.

Rationale:
Changing these courses from 200-level to 100-level will resolve confusion among many incoming freshmen who believe that these classes are meant for sophomores and up as opposed to freshmen. This change is consistent with many other universities (including Providence College, the College of Charleston, and Furman University) that use numbers 100-199 for freshman-level surveys.

C. MODIFY, on pages 101-3 of the current catalog, under **History Courses (HIST)**

FROM:

299 The Historian's Craft (3) Explores the evolution of historic inquiry and the methods that historians use to investigate the past. Introduces students to the way historians collect and evaluate historical sources, interpret evidence, and formulate historical questions. Additionally, students will master the research and composition skills required for upper-level history courses. For history majors only. History 299 does not fulfill the general education requirement in history. One 200-level history course or permission of the department is prerequisite to all history courses at or above the 299 level

TO:

299 The Historian's Craft (3) Explores the evolution of historic inquiry and the methods that historians use to investigate the past. Introduces students to the way historians collect and evaluate historical sources, interpret evidence, and formulate historical questions. Additionally, students will master the research and composition skills required for upper-level history courses. For history majors only. History 299 does not fulfill the general education requirement in history. One 100-level history course or permission of the department is prerequisite to all history courses at or above the 299 level

FROM:

300 Economic History of the United States (3) (Same as Economics 300) Development of business attitudes, institutions, organizations, and technology from the world of the colonial entrepreneur through stages of specialization and integration to the establishment of our modern industrial economy. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

300 Economic History of the United States (3) (Same as Economics 300) Development of business attitudes, institutions, organizations, and technology from the world of the colonial entrepreneur through stages of specialization and integration to the establishment of our modern industrial economy. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

305 Empires and Nations in Latin America (3) Study of the rise and fall of the Spanish and Portuguese empires in America, the Latin American independence movement, and the efforts of various Latin American countries to maintain their political autonomy and national identity in recent times. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

305 Empires and Nations in Latin America (3) Study of the rise and fall of the Spanish and Portuguese empires in America, the Latin American independence movement, and the efforts of various Latin American countries to maintain their political autonomy and national identity in recent times. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

306 Latin America: Tradition and Change (3) Study of the clash between tradition and change in Latin America from the colonial period into the 21st century with emphasis on the social, religious, and economic aspects of conflict. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

306 Latin America: Tradition and Change (3) Study of the clash between tradition and change in Latin America from the colonial period into the 21st century with emphasis on the social, religious, and economic aspects of conflict. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

307 The History of the United States in World Affairs (3) Study of the history of the United States in world affairs from the early national period to the present with emphasis on the rise of the United States to the status of a world power and on the role of the United States as a world power. European as well as American perspectives will be considered. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

307 The History of the United States in World Affairs (3) Study of the history of the United States in world affairs from the early national period to the present with emphasis on the rise of the United States to the status of a world power and on the role of the United States as a world power. European as well as American perspectives will be considered. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

308 Russia and Eastern Europe (3) History of the nations of Eastern Europe in the 19th and 20th centuries, with emphasis on the past 100 years. Major topics include the peoples of Eastern Europe, the Russian Empire, the Austro-Hungarian Empire, the collapse of the empires in World War I, Communist revolution in Russia, new states in Eastern Europe, Stalin's regime, impact of World War II, the Soviet Union and its East European Empire, and the collapse of Communism. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

308 Russia and Eastern Europe (3) History of the nations of Eastern Europe in the 19th and 20th centuries, with emphasis on the past 100 years. Major topics include the peoples of Eastern Europe, the Russian Empire, the Austro-Hungarian Empire, the collapse of the empires in World War I, Communist revolution in Russia, new states in Eastern Europe, Stalin's regime, impact of World War II, the Soviet

Union and its East European Empire, and the collapse of Communism. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

309 Europe, 1814-1914 (3) Examines developments in Europe from the Congress of Vienna to the outbreak of World War I. Principal topics include the impact of the French Revolution and the Napoleonic Era, industrialization and the creation of industrial society, mid-century revolutions, nationalism and the unification of Germany and Italy, spread of constitutional government and democracy, cultural and intellectual developments, imperialism, failure of the Concert of Europe, and the onset of war in 1914. One 200-level course or permission of the department is prerequisite to all history courses above the 299 level.

TO:

309 Europe, 1814-1914 (3) Examines developments in Europe from the Congress of Vienna to the outbreak of World War I. Principal topics include the impact of the French Revolution and the Napoleonic Era, industrialization and the creation of industrial society, mid-century revolutions, nationalism and the unification of Germany and Italy, spread of constitutional government and democracy, cultural and intellectual developments, imperialism, failure of the Concert of Europe, and the onset of war in 1914. One 100-level course or permission of the department is prerequisite to all history courses above the 299 level.

FROM:

311 History of Black Americans (3) Consideration of the experience of black people in America, their contributions to the life and character of the nation, and their status in the rapidly changing society of today. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

311 History of Black Americans (3) Consideration of the experience of black people in America, their contributions to the life and character of the nation, and their status in the rapidly changing society of today. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

316 South Carolina History (3) Survey of the history of the state from its founding to the present with emphasis on political, social, and economic developments and the changing attitudes prevalent among its citizenry. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

316 South Carolina History (3) Survey of the history of the state from its founding to the present with emphasis on political, social, and economic developments and the changing attitudes prevalent among its citizenry. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

317 History of the Mass Media (3) Considers the mass media, concentrating on four aspects of media history: domestic journalism, foreign journalism, entertainment, and sociological values. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

317 History of the Mass Media (3) Considers the mass media, concentrating on four aspects of media history: domestic journalism, foreign journalism, entertainment, and sociological values. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

320 History of Modern Germany (3) Considers the development of the German people, primarily within the framework of the nation-state. Emphasis of the course falls within the period 1870 to 1945. Deals with the internal development and foreign relations of a nation which was at the center of European and world affairs for 75 years. Brief consideration of the period since 1945, including unification. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

320 History of Modern Germany (3) Considers the development of the German people, primarily within the framework of the nation-state. Emphasis of the course falls within the period 1870 to 1945. Deals with the internal development and foreign relations of a nation which was at the center of European and world affairs for 75 years. Brief consideration of the period since 1945, including unification. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

321 Family and Gender in World History (3) A general survey of family and gender in comparative perspective that addresses family, gender and demographic systems as they vary and change through time and space. The course addresses family, demography and gender roles as they evolved from ancient times to the present in Europe, the Middle East, Asia, Africa and the Americas and considers the interaction of family and gender with economic, religious, political, institutional and demographic change. One 200-level history course or permission of the department is prerequisite for all history courses above the 299 level.

TO:

321 Family and Gender in World History (3) A general survey of family and gender in comparative perspective that addresses family, gender and demographic systems as they vary and change through time and space. The course addresses family, demography and gender roles as they evolved from ancient times to the present in Europe, the Middle East, Asia, Africa and the Americas and considers the interaction of

family and gender with economic, religious, political, institutional and demographic change. One 100-level history course or permission of the department is prerequisite for all history courses above the 299 level.

FROM:

324 History of Traditional East Asia (3) Survey of East Asian countries: China, Japan, and Korea, from ancient times to the mid-19th century, with emphasis on the emergence and development of cultural traditions and political institutions in these countries and their interaction. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

324 History of Traditional East Asia (3) Survey of East Asian countries: China, Japan, and Korea, from ancient times to the mid-19th century, with emphasis on the emergence and development of cultural traditions and political institutions in these countries and their interaction. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

329 Europe in the Era of the World Wars, 1914-1945 (3) Considers European developments from an international point of view, including such topics as the transition to the 20th century, World War I, the search for peace and democracy, the Great Depression, Communism, Fascism, and World War II. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

329 Europe in the Era of the World Wars, 1914-1945 (3) Considers European developments from an international point of view, including such topics as the transition to the 20th century, World War I, the search for peace and democracy, the Great Depression, Communism, Fascism, and World War II. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

330 Europe and the World since 1945 (3) Considers the reconstruction of Europe after World War II; the rise and fall of the Cold War; the democratic west and Soviet east; political and economic developments from the 1940s to the 1990s; the European Community; decolonization; the new Europe: society, technology, and culture; and the collapse of Communism. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

330 Europe and the World since 1945 (3) Considers the reconstruction of Europe after World War II; the rise and fall of the Cold War; the democratic west and Soviet east; political and economic developments from the 1940s to the 1990s; the European Community; decolonization; the new Europe: society, technology, and culture; and the collapse of Communism. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

331 Modern British Isles (3) Considers the principal forces that have shaped England, Wales, Scotland, and Ireland from the late medieval period to the present. Major topics include origins and often uneasy evolution of the United Kingdom, the Tudor Reformation, the Stuart struggle with Parliament and the creation of a constitutional monarchy, decline of the aristocracy, rise of British industrial and imperial power, character of the Victorian age, Britain in the two world wars, establishment of the welfare state, and the relationship of Britain to the world of today. One 200-level course or permission of the department is prerequisite to all history courses above the 299 level.

TO:

331 Modern British Isles (3) Considers the principal forces that have shaped England, Wales, Scotland, and Ireland from the late medieval period to the present. Major topics include origins and often uneasy evolution of the United Kingdom, the Tudor Reformation, the Stuart struggle with Parliament and the creation of a constitutional monarchy, decline of the aristocracy, rise of British industrial and imperial power, character of the Victorian age, Britain in the two world wars, establishment of the welfare state, and the relationship of Britain to the world of today. One 100-level course or permission of the department is prerequisite to all history courses above the 299 level.

FROM:

332 British Empire (3) Examines the origins, development, and dissolution of the British Empire from the 1550s to the late twentieth century. Considers the global reach of British imperial endeavors from Europe to the Western Hemisphere, Far East, Oceania, India, Africa, and the Middle East. The principal themes include the social, political, intellectual, economic, and psychological consequences of the growth and decline of the empire upon the colonizer and the colonized. One 200-level history course or permission of the department is prerequisite for all history courses above the 299 level.

TO:

332 British Empire (3) Examines the origins, development, and dissolution of the British Empire from the 1550s to the late twentieth century. Considers the global reach of British imperial endeavors from Europe to the Western Hemisphere, Far East, Oceania, India, Africa, and the Middle East. The principal themes include the social, political, intellectual, economic, and psychological consequences of the growth and decline of the empire upon the colonizer and the colonized. One 100-level history course or permission of the department is prerequisite to all history courses above the 299 level.

FROM:

340 History of Modern Mexico (3) Emphasis on the transition of Mexico from a rural, oligarchic economy and society to an urban-oriented nation in the midst of industrialization. Special emphasis is placed on the Diaz dictatorship, 1876 to 1910, and the Revolution, 1910 to 1940. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

340 History of Modern Mexico (3) Emphasis on the transition of Mexico from a rural, oligarchic economy and society to an urban-oriented nation in the midst of industrialization. Special emphasis is placed on the Diaz dictatorship, 1876 to 1910, and the Revolution, 1910 to 1940. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

341 History of Modern China (3) Study of modern China from 1600 to the present, with emphasis on the period since 1840. Focus on China's interaction with the West, efforts at modernization, reforms and revolutions, and changes in political institutions, economic patterns, social relations, intellectual trends, and cultural life. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

341 History of Modern China (3) Study of modern China from 1600 to the present, with emphasis on the period since 1840. Focus on China's interaction with the West, efforts at modernization, reforms and revolutions, and changes in political institutions, economic patterns, social relations, intellectual trends, and cultural life. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

342 History of Modern Japan (3) Study of Modern Japan from 1600 to the present, with emphasis on Japanese modernization since 1868. Political institutions, socioeconomic structures, cultural traditions, and the international environment are examined to explain the rise of Japan first as a military power in Asia prior to the Second World War and then as an economic power in the world since the war. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

342 History of Modern Japan (3) Study of Modern Japan from 1600 to the present, with emphasis on Japanese modernization since 1868. Political institutions, socioeconomic structures, cultural traditions, and the international environment are examined to explain the rise of Japan first as a military power in Asia prior to the Second World War and then as an economic power in the world since the war. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

344 The Old South, 1660 to 1865 (3) Political, social, economic, and intellectual development of the Old South from its colonial beginning to its demise in the Civil War. Historiography of the period will also be covered. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

344 The Old South, 1660-1865 (3) Political, social, economic, and intellectual development of the Old South from its colonial beginning to its demise in the Civil War. Historiography of the period will also be covered. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

345 The New South, 1865 to the Present (3) Transition of the Old South into the New South: the Reconstruction period and the South through the 20th century. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

345 The New South, 1865 to the Present (3) Transition of the Old South into the New South: the Reconstruction period and the South through the 20th and 21st centuries. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

346 Civil War America (3) This course will examine the Civil War era in its broad cultural and social context beginning with a study of the divergent paths of the American people in the early 19th century and culminating in an examination of how the events of this era reshaped the understanding of concepts such as freedom, loyalty, and equality. A special emphasis will be placed on the interrelationship between battle front and home front. One 200 level history course or permission of the department is prerequisite to all history courses above the 299 level.

TO:

346 Civil War America (3) This course will examine the Civil War era in its broad cultural and social context beginning with a study of the divergent paths of the American people in the early 19th century and culminating in an examination of how the events of this era reshaped the understanding of concepts such as freedom, loyalty, and equality. A special emphasis will be placed on the interrelationship between battle front and home front. One 100-level history course or permission of the department is prerequisite to all history courses above the 299 level.

FROM:

347 The United States in the Era of World War II (3) Analyzes the conduct of the United States in the sequence of events that led to the outbreak of World War II in Asia and Europe. Evaluates American military participation in the Allied war effort against the Axis. Discusses the impact of the war on the American home front. Examines the role of the United States in the conclusion of World War II and the initiation of the Cold War. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

347 The United States in the Era of World War II (3) Analyzes the conduct of the United States in the sequence of events that led to the outbreak of World War II in Asia and Europe. Evaluates American military participation in the Allied war effort against the Axis. Discusses the impact of the war on the American home front. Examines the role of the United States in the conclusion of World War II and the initiation of the Cold War. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

351 Medieval Europe (3) Considers the history of Medieval Europe from the fall of Rome through the Hundred Years' War. Special emphasis on the barbarian invasions, the medieval church, manorialism and feudalism, the Carolingian Empire, aspects of medieval economic history, the 12th century "Renaissance" and High Medieval thought, the western monarchies, and the crises of the 14th century. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

351 Medieval Europe (3) Considers the history of Medieval Europe from the fall of Rome through the Hundred Years' War. Special emphasis on the barbarian invasions, the medieval church, manorialism and feudalism, the Carolingian Empire, aspects of medieval economic history, the 12th century "Renaissance" and High Medieval thought, the western monarchies, and the crises of the 14th century. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

362 The United States Between the Wars, 1918-1941 (3) Examination of the nature and legacy of change in American society, and values during the boom of the 1920s, the Great Depression, and the approach of war. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

362 The United States Between the Wars, 1918-1941 (3) Examination of the nature and legacy of change in American society, and values during the boom of the 1920s, the Great Depression, and the approach of war. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

370 African History (3) Survey of the African continent from human origins to the present. Major topics include the emergence and development of agriculture, varieties of African political organization, the spread of Christianity and Islam, colonization and resistance, the African Diaspora, decolonization, and contemporary Africa, with emphasis on Africa in a global context. One 200-level history course or permission of the department is prerequisite to all history courses about the 299 level.

TO:

370 African History (3) Survey of the African continent from human origins to the present. Major topics include the emergence and development of agriculture, varieties of African political organization, the spread of Christianity and Islam, colonization and resistance, the African Diaspora, decolonization, and contemporary Africa, with emphasis on Africa in a global context. One 100-level history course or permission of the department is prerequisite to all history courses about the 299 level.

FROM:

406 United States Military History (3) (Same as Military Science 406) Study of military institutions and the military experience in American history from the Revolution to the present. Topics include causes, conduct, and consequences of war; impact of politics, diplomacy, and technology upon the armed forces in peace and war; and reforms within the armed forces. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

406 United States Military History (3) (Same as Military Science 406) Study of military institutions and the military experience in American history from the Revolution to the present. Topics include causes, conduct, and consequences of war; impact of politics, diplomacy, and technology upon the armed forces

in peace and war; and reforms within the armed forces. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

FROM:

497 Special Studies (3), (2), or (1) (Prerequisite: Permission of department) By request. Open only to juniors or seniors with a grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. All individual research projects are reviewed by three faculty members from two different disciplines. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level. May be taken for credit (three hours) towards the Honors degree by special arrangement.

TO:

497 Special Studies (3), (2), or (1) (Prerequisite: Permission of department) By request. Open only to juniors or seniors with a grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. All individual research projects are reviewed by three faculty members from two different disciplines. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level. May be taken for credit (three hours) towards the Honors degree by special arrangement.

Rationale:
Each of the upper-level class descriptions now makes clear that the students require one of the newly-renumbered 100-level classes as a prerequisite as opposed to a 200-level course.

D. CHANGE, on page 101 of the current catalog, under **History Courses (HIST) Items D – L passed as written**

FROM:

303 United States: Colonial and Revolutionary Periods, 1450-1783 (3) Study of the Post-Columbian settlement of North America with particular, but not exclusive, emphasis on the social, political, economic, and intellectual maturation of the English colonies. The stresses that led to the American Revolution are treated in an international context. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

303 United States: Colonial and Revolutionary Periods, 1587-1789 (3) Study of the settlement of North America with particular, but not exclusive, emphasis on the social, political, economic, and intellectual development of the English colonies. The stresses that led to the American Revolution are emphasized along with the campaigns and battles that culminated with the creation and ratification of the Constitution. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

Rationale:
Instead of beginning the course with 1450, the course now begins with the first failed English colony at Roanoke. The concluding date for the course is extended to 1789. This allows the course to end with the Constitutional Convention of 1787 and the ratification of the federal constitution. Many historians now regard the constitution as the final act of the American Revolution. Indeed, Chief Justice Warren Berger noted in 1987: “The Declaration of Independence was the promise, the Constitution was the fulfillment.”

E. **MODIFY**, on page 102 of the current catalog, under **History Courses (HIST)**

FROM:

318 The Historical Focus (3) In-depth study of one historical subject emphasizing interpretations, bibliographies, and historiography and utilizing the historical method. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level. May be taken twice for academic credit with departmental approval.

TO:

318 Special Topics in History (3) In-depth study of one historical subject emphasizing interpretations, bibliographies, and historiography and utilizing the historical method. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level. May be taken twice for academic credit with departmental approval.

Rationale:

As the course description makes reference to an "in-depth study" of a particular historical topic, a change in the name of the course was appropriate. The modification also reflects that a 100-level course, not a 200-level course, is the prerequisite.

F. **CHANGE**, on page 102 of the current catalog, under **History Courses (HIST)**

FROM:

319 The United States in the Era of the Vietnam War (3) Considers the tumultuous history of the United States in the 1960s and 1970s, with an emphasis on the Vietnam War and its effects on American society and culture. Topics include the arts and American literature during the 1960s and 1970s, popular culture, anti-war protest, the civil rights struggle, liberalism, feminism, the environmental movement, the counterculture, urban riots, inflation, and the conservative reaction to those developments. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

TO:

319 The Vietnam War (3) A study of the Vietnam War from its origins to its outcome, focusing predominantly on U.S. role in the conflict but including as well the war's international dimensions and its impact on the American home front. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

Rationale:

Though it has a title similar to "The United States in the Era of World War II," the original course description for "The United States in the Era of the Vietnam War" read more as a class on the 1960s rather than one where the focus is the war and its impact on the home front. This revised course will provide that focus. The modification also reflects that a 100-level course, not a 200-level course, is the prerequisite.

G. **ADD** on page 101 of the 2016-17 Catalog, the following:

210 Introduction to Archaeology (3) An introduction to theory and methods in archaeological research, data collection, and analysis. Students will learn the strategies employed in the investigation of

archaeological remains as well as issues of explanation, interpretation, and public engagement. Students will also receive an introduction into historical archaeology.

220 Introduction to Public History (3) An introduction into the theory and methods in public history, including archives, historical preservation, digital history, and film. Students will learn the state of the field, the venues in which history is practiced outside of formal educational settings, and the real-world issues of explanation, interpretation, and public engagement.

H. ADD on page 103 of the 2016-17 catalog, the following:

420 Archaeology in South Carolina (6) Prerequisites: One 100-level history course as well as HIST 210 and HIST 220 are prerequisites for this class. Provides students an opportunity to gain practical experience in the field on archaeological sites relevant to the study of South Carolina.

Rationale (for G AND H):
President Carter has asked that the History Department hire an archaeologist who will both teach and conduct research in the field, thereby enhancing Francis Marion University's footprint in South Carolina. History 210 will provide a necessary background to students wishing to engage in the archaeological work they will conduct as part of History 420. Furthermore, History 420 requires students to engage in fieldwork and lab work alongside their in-class activities, meaning more contact hours; hence, the six hours in credit students taking that course will receive. Finally, the intention is for those who concentrate in Public History and Archaeology to engage in activities related to public history, such as putting up signs reflective of important locations or events, and giving presentations within and outside the Pee Dee region. History 220 will give students the background they need in public history so they can effectively engage in this aspect of their work.

I. ADD on page 103 of the 2016-17 Catalog, the following:

357 U.S. History through Fiction (3) This course explores American history through novels, based on the idea that fiction offers a superb "window" through which to view the past, especially to understand the texture of American society. The main themes will be race, gender, ethnicity, power, and identity formation. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

Rationale:

This course is a unique way to approach American history based on the premise that historical fiction can, and should, be both good history and good literature. It strives to elicit not only an emotional response from students but also intellectual engagement especially towards our core goal which is to discover the various meanings of American identity shaped by both specific time periods and by race/ethnicity, class and gender.

J. ADD on page 103 of the 2016-17 Catalog, the following:

363 U.S. Constitutional History to 1900 (3) Study of the origins and development of the Constitution from the early 1600s until 1900. Topics that will be covered will be the foundations of constitutional law, the issue of sovereignty, the Articles of Confederation and Perpetual Union, the Constitutional Convention of 1787, the emergence of different interpretations of the Constitution, states' rights, slavery, secession, Reconstruction, the rights of workers, and segregation. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

Rationale:
Francis Marion University does not have a course on the historical development of the Constitution in America. This course addresses that gap. The course will introduce students to various aspects of constitutional developments from English Common Law until the start of the twentieth century. This course will appeal to history, political science, and pre-law majors. Students will examine numerous primary sources that include the *Federalist Papers*, legal briefs, Supreme Court decisions, presidential messages, vetoes, and congressional speeches.

K. ADD on page 103 of the 2016-17 Catalog, the following:

364 Jacksonian Democracy (3) Examines the political, economic, social, and cultural transformation in the United States from 1815 until 1860. Major topics include the rise of democracy, states' rights, the political party system, the onset of industrial capitalism, the Second Great Awakening, women's rights, sectional tensions, and slavery. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

Rationale:
This course will fill most of the gap between the American Revolution (HIST 303) and the Civil War (HIST 346). It will introduce students to the major themes of antebellum America. The course will prompt students to engage in the causes of the Civil War from the end of the War of 1812 until the election of Abraham Lincoln in 1860. Students will debate whether the Civil War was inevitable. The use of numerous primary sources (newspaper editorials, political speeches, religious sermons, diary entries, correspondence, Congressional reports, veto messages, presidential proclamations, Supreme Court decisions, etc.) will improve the analytical capabilities of students.

L. ADD on page 103 of the 2016-17 Catalog, the following:

391 Twentieth Century Communist Societies (3) An examination of 20th century communist societies beginning with the historical and ideological background, how and why these societies became communist, and how communism was practiced in the Soviet Union, Eastern Europe, China, North Korea, and Vietnam. Includes an examination of the political and institutional frameworks, and the diverse social, economic, and cultural adaptations of these societies to communist ideology and rule. Students will learn about the decline and breakup of communist states in Europe, as well as the accommodation to capitalism and survival of communist states in Asia. Includes an analysis of the experience of social-democracy in the countries of Western and Southern Europe. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

Rationale:
Students come to the university with preconceived ideas regarding Socialism, Communism, and so-called Communist societies, often assuming they are all the same. These preconceptions are so strong that even dictionary definitions may reflect the same ahistorical perceptions. The goal for this course is, through a comparative perspective, to survey Socialism, Communism, and the ways in which various societies became socialist and attempted to become communist. By taking the comparative approach, students can come to recognize the different reasons and paths societies took, and will also develop their historical and critical thinking skills. Discussing how the pursuit of Socialism or Communism in these societies failed, transformed, or was successful is also a critical element of the course to develop an understanding of the world today and the critical thinking skills of students.

M. CHANGE, on page 54 of the current catalog, under **College Entrance Board Advanced Placement**

FROM:

European History	3	History 203
European History	4, 5	History 203, 204
United States History	3	History 201
United States History	4, 5	History 201, 202
World History	3, 4, 5	History 205

TO:

European History	3	History 103
European History	4, 5	History 103, 104
United States History	3	History 101
United States History	4, 5	History 101, 102
World History	3, 4, 5	History 105

N. CHANGE, on page 55 of the current catalog, under **College Level Examination Program (CLEP)**

FROM:

History of the U.S. I: Early Colonizations to 1877	50	History 201
History of the U.S. II: 1865 to Present	50	History 202
West Civilization I: Ancient Near East to 1648	50	History 203
West Civilization II: 1648 to Present	50	History 204

TO:

History of the U.S. I: Early Colonizations to 1877	50	History 101
History of the U.S. II: 1865 to Present	50	History 102
West Civilization I: Ancient Near East to 1648	50	History 103
West Civilization II: 1648 to Present	50	History 104

O. CHANGE, on page 55 of the current catalog, under **International Baccalaureate**

FROM:

History-American	4, 5, 6, 7	History 201 or 202
History-European	4, 5, 6, 7	History 203 or 204

TO:

History-American	4, 5, 6, 7	History 101 or 102
History-European	4, 5, 6, 7	History 103 or 104

P. CHANGE, on page 73 of the current catalog, under **Four Year Plan for Biology Majors: Environmental Science Option with a Chemistry Minor**

FROM:

History: 200-Level

TO:

History: 100-Level

Q. CHANGE, on page 74 of the current catalog, under **Four Year Plan for Biology Majors: Medical Technology (3+1) Option with a Chemistry Minor**

FROM:

History: 200-Level

TO:

History: 100-Level

R. CHANGE, on page 76 of the current catalog, under **Environmental Science Option in Chemistry**

FROM:

History 200 level

TO:

History 100 level

S. CHANGE, on page 112 of the current catalog, under **Four Year Plan for Mathematics Majors**

FROM:

History 201, 202, 203, 204, or 205

TO:

History 101, 102, 103, 104, or 105

T. CHANGE, on page 114 of the current catalog, under **Environmental Science Option in Physics**

FROM:

History 200 level

TO:

History 100 level

U. CHANGE, on page 118 of the current catalog, under **Dual-Degree Program in Engineering with Clemson University**

FROM:

B. All General Education Requirements at Francis Marion University must be met. However, in order to simultaneously satisfy a General Education Requirement at Clemson University, one of the following courses should be taken at FMU: Music 101; History 205; or Philosophy and Religious Studies 202.

TO:

B. All General Education Requirements at Francis Marion University must be met. However, in order to simultaneously satisfy a General Education Requirement at Clemson University, one of the following courses should be taken at FMU: Music 101; History 105; or Philosophy and Religious Studies 202.

V. CHANGE, on page 143 of the current catalog, under **Elementary Education**

FROM:

*Students are strongly encouraged to take either History 201 or 202 to be better prepared for the Elementary Praxis content exams.

TO:

*Students are strongly encouraged to take either History 101 or 102 to be better prepared for the Elementary Praxis content exams.

W. CHANGE, on page 144 of the current catalog, under **Middle Level Education**

FROM:

History 202……3
History 203……3
History 204……3

TO:

History 102……3
History 103……3
History 104……3

X. CHANGE, on page 161 of the current catalog, under **Military Science: Army Reserve Officers Training Corps (ROTC)**

FROM:

406 United States Military History (3) (Same as History 406) (Prerequisite: one 200-level history course or permission of Military Science Program) Study of military institutions and the military experience in American history from the Revolution to the present. Topics include causes, conduct, and consequences of war; impact of politics, diplomacy, and technology upon the armed forces in peace and war; and reforms within the armed forces.

TO:

406 United States Military History (3) (Same as History 406) (Prerequisite: one 100-level history course or permission of Military Science Program) Study of military institutions and the military experience in American history from the Revolution to the present. Topics include causes, conduct, and consequences of war; impact of politics, diplomacy, and technology upon the armed forces in peace and war; and reforms within the armed forces.

Y. CHANGE, on page 166 of the current catalog, under **Area A. Introduction to International Studies**

FROM:

History 205 Introduction to World History

TO:

History 105 Introduction to World History

Rationale (M-Y):
These changes reflect the History Department's decision to renumber its General Education Courses from 200-level classes to 100-level.

5. Proposal from the School of Health Sciences (Nursing Program)

A. Change on page 152 of current catalog, column 1

FROM:

Nursing offers a Bachelor of Science in Nursing degree. This type of program is often called a 2 +2 program because applicants must complete 59 semester hours of lower division coursework which includes general education and prerequisites prior to enrollment in the nursing curriculum. These 59 semester hours include General Education Requirements and other required courses specific to the

BSN degree. A grade of C or better must be achieved in all of the courses making up these 59 hours. The student must also maintain an overall 3.0 grade point average or better on a 4 point scale for this same list of courses making up the 59 hours. The student must also demonstrate strong academic performance in the core science courses as shown by maintaining a 2.6 grade point average or better on a 4 point scale. The science courses considered core are human anatomy, physiology, and microbiology. . If a student takes a core science course twice, the higher of the two grades will be used to calculate the core science GPA and overall GPA.

TO:

Nursing offers a Bachelor of Science in Nursing degree. This type of program is often called a 2 +2 program because applicants must complete 59 semester hours of lower division coursework which includes general education and prerequisites prior to enrollment in the nursing curriculum. These 59 semester hours include General Education Requirements and other required courses specific to the BSN degree. A grade of C or better must be achieved in all of the courses making up these 59 hours. The student must also maintain an overall 3.0 grade point average or better on a 4 point scale for this same list of courses making up the 59 hours. The student must also demonstrate strong academic performance in the core science courses as shown by maintaining a 2.6 grade point average or better on a 4 point scale. The science courses considered core are human anatomy, physiology, and microbiology. If a student takes a core science course twice, the higher of the two grades will be used to calculate the core science GPA and overall GPA in nursing prerequisites; any subsequent/additional course attempts will not be considered in calculating the core science and overall GPA in nursing prerequisites.

Rationale: Trends have shown that students who retake courses multiple times in an attempt to increase their GPA to gain admittance into nursing are often not successful once in the nursing program. Science GPA is a key indicator of academic success in the nursing program and on NCLEX-RN. This change in admittance procedure is to minimize the number of students being admitted who are at high risk of being unsuccessful in the nursing program.

B. **Change** on page 152 of current catalog, column 2

FROM:

After admission to nursing, students complete an additional 61 semester hours of Upper Division course work and demonstrate competency in math skills and calculation of medication dosages by taking a medication mathematics test. If a student scores less than 90% on this test, the student will be required to complete remediation. A new test will be given and if the student does not achieve 90% on the repeat medication mathematics test, the student must withdraw from all nursing courses. In addition, students are expected to meet standardized testing criteria established by nursing faculty throughout the program to ensure success on the NCLEX-RN (the National Council Licensure Examination for Registered Nurses).

TO:

After admission to nursing, students complete an additional 61 semester hours of Upper Division course work and demonstrate competency in math skills and calculation of medication dosages by taking a medication mathematics test. If a student scores less than 90% on this test, the

student will be required to complete remediation. A new test will be given and if the student does not achieve 90% on the repeat medication mathematics test, the student must withdraw from all nursing courses. In order to progress in the nursing program, students must achieve a grade of C or higher in all nursing courses. In addition, students are expected to meet standardized testing criteria established by nursing faculty throughout the program to ensure success on the NCLEX-RN (the National Council Licensure Examination for Registered Nurses).

Rationale: The nursing program has always required a minimum of a C grade in order to progress in the program. This has been documented in the Undergraduate Nursing Student Handbook as well as individual course syllabi. This addition to the catalog is to document current practice.

C. **Change** on page 154-155 of current catalog, column 1 (p. 155)

FROM:

The RN-to-BSN track assists registered nurses in gaining new knowledge regarding roles and responsibilities of the professional nurse in a rapidly changing healthcare environment and in building on their previous education. Graduates will be prepared to apply for advanced degree programs. Learning focuses on enhancing critical thinking, understanding scientific bases for decision making, and developing leadership qualities and skills. Faculty members strive to maximize each student's potential for professional development. The track may be completed on a part-time basis, but all upper division work must be completed within five years.

TO:

The RN-to-BSN track assists registered nurses in gaining new knowledge regarding roles and responsibilities of the professional nurse in a rapidly changing healthcare environment and in building on their previous education. Graduates will be prepared to apply for advanced degree programs. Learning focuses on enhancing critical thinking, understanding scientific bases for decision making, and developing leadership qualities and skills. Faculty members strive to maximize each student's potential for professional development. The RN-BSN option may be completed on a part-time basis, but all course work must be completed within five calendar years.

Rationale: This is a correction that all courses in the RN-BSN option must be completed within 5 years to be consistent with the University Residence Requirements (FMU Catalog, 2016-2017, p. 59).

6. Proposal from the Department of Physics and Astronomy

A. **MODIFY** on page 116 of the current catalog, under **INDUSTRIAL ENGINEERING COURSES (ENGR)**:

FROM:

101 Introduction to Industrial Engineering (3) (Prerequisite/Corequisite: Mathematics 201) S. Introduction to the Industrial Engineering (IE) profession, applications of IE

principles and approaches, integrated systems approach to problem solving, overall goals and components of the IE degree program, career opportunities, development of engineering work skills, oral and written communication skills, and the importance of professionalism, ethics, contemporary challenges, and lifelong learning.

TO:

101 Introduction to Industrial Engineering (3) (Prerequisite/Corequisite: Mathematics 132 or 137 or permission of department) S. Introduction to the Industrial Engineering (IE) profession, applications of IE principles and approaches, integrated systems approach to problem solving, overall goals and components of the IE degree program, career opportunities, development of engineering work skills, oral and written communication skills, and the importance of professionalism, ethics, contemporary challenges, and lifelong learning.

Rationale for A: This course is intended to introduce students to the field of Industrial Engineering. Based on prior experience, when students reach this course, they may not understand Industrial Engineering to its core. As part of the course, students are introduced to main concepts in industrial engineering, which students will experience and build upon in upper-level courses throughout the rest of the curriculum. Therefore, the content of this course does not demand concepts further than those covered in Mathematics 132 or 137.

B. **MODIFY** on page 116 of the current catalog, under **INDUSTRIAL ENGINEERING COURSES (ENGR)**:

FROM:

201 Engineering Graphics (3) S. This course introduces students to the operation of a Computer Aided Drafting (CAD) system, with an emphasis on the design component, using AutoCAD as the computing tool. The course includes interaction with a CAD station to produce technical drawings. Students will independently learn to produce drawings using AutoCAD and will learn the value of CAD and design in both industrial and service environments.

TO:

201 Engineering Graphics (3) S. Students are introduced to the fundamental principles of engineering graphics – sketching, line drawing, projections, and solid modeling. Students will learn how to apply engineering graphics principles to generate and interpret technical drawings and solid models. Computer Aided Design software (such as AutoCAD and Solidworks) will be used.

Rationale for B: The course description is being changed to align with the intended course outcomes. This course is designed to teach students the need, the methods and the principles of engineering graphics. These aspects of engineering graphics are applicable across several different engineering graphics software. The proposed description removes emphasis on a particular engineering graphics software (in this case, AutoCAD). Instead, the proposed description focusses on concepts of engineering graphics which will be taught and supplements this with examples of the software which will be used.

C. **MODIFY** on page 116 of the current catalog, under **INDUSTRIAL ENGINEERING COURSES (ENGR)**:

FROM:

301 Engineering Mechanics (3) (Prerequisites: Physics 201 and Mathematics 202) F. An introduction to statics and dynamics. Topics include static equilibrium of particles, rigid bodies, and trusses; rotational motion; torque; moment of inertia; Newton's Laws of Motion; linear and angular momentum methods; work and energy methods; kinematics of particles and rigid bodies; applications of vector analysis; and structural analysis of joints and trusses.

TO:

301 Engineering Mechanics (3) (Prerequisite: Physics 201; Corequisite: Mathematics 202) F. An introduction to statics and dynamics. Topics include static equilibrium of particles, rigid bodies, and trusses; rotational motion; torque; moment of inertia; Newton's Laws of Motion; linear and angular momentum methods; work and energy methods; kinematics of particles and rigid bodies; applications of vector analysis; and structural analysis of joints and trusses.

Rationale for C: The course prerequisite of Mathematics 202 (Calculus II) is being changed to a corequisite to better represent the actual concepts that students need for this course. This course will require the application of calculus-related concepts, but not further than basic integration, which is covered in Calculus II and it has been evaluated that students will know enough about integration when the course reaches the point in which the concept is applied.

D. **MODIFY** on page 117 of the current catalog, under **INDUSTRIAL ENGINEERING COURSES (ENGR)**:

FROM:

320 Workplace Data Acquisition and Analysis (3) (Prerequisite: 101 and 355. Prerequisites/Corequisites: Mathematics 202 and Physics 220) F. Methods for assessing the performance of both individuals and groups within a system. Data acquisition techniques include basic industrial engineering tools such as work analysis, work sampling, and work measurement, as well as automated procedures. Data storage and retrieval techniques are introduced. Variation in data, including an introduction to probability and statistics for proper analysis of data.

TO:

320 Workplace Data Acquisition and Analysis (3) (Prerequisite: 355; Prerequisite/corequisite: Physics 220) F. This course will introduce students to the theories and applications of data collection, management, analytics, and visualization. A major objective of this course is to develop students' analytical capabilities on customized datasets, including the visualization and communication of observations in addition to the application of statistical, mathematical, and probabilistic analytical methods, to contemporary workplace Industrial Engineering challenges.

Rationale for D: The course description is being changed to better align with the requirements of the Accreditation Board of Engineering and Technology (ABET) and to better reflect the expected activities and methods pursued within the course. The prerequisite of 101 is being removed as it is redundant based on the current prerequisite of 355 (students enrolled in 355 must be formally admitted into the IE program with formal admission being predicated on successful (D or higher) completion of 101 (among other requirements). The prerequisite/corequisite of Mathematics 202 is being removed because course content does not depend upon or require concurrent or previous exposure to the concepts and methods covered in Mathematics 202.

E. **MODIFY** on page 117 of the current catalog, under **INDUSTRIAL ENGINEERING COURSES (ENGR)**:

FROM:

330 Engineering Economy (3) (Prerequisites: 101, 355, and Mathematics 201) F. Concepts and techniques of analysis for evaluating the value of products/services, projects, and systems in relation to their cost. Economic and cost concepts, calculating economic equivalence, comparison of alternatives, purchase versus lease decisions, financial risk evaluation, cash flow sensitivity analysis, and after-tax analysis.

TO:

330 Engineering Economy (3) (Prerequisite/corequisite: 355) S. Concepts and techniques of analysis for evaluating the value of products/services, projects, and systems in relation to their cost. A major objective of this course is to develop the students understanding of economic equivalence, the time value of money, financial uncertainty and financial risk, and the way that these concepts can and should be embedded within engineering decision-making.

Rationale for E: The course description is being changed to better align with the requirements of the Accreditation Board of Engineering and Technology (ABET) and to better reflect the expected activities and methods pursued within the course. The prerequisite of 101 is being removed as it is redundant based on the current prerequisite of 355 (students enrolled in 355 must be formally admitted into the IE program with formal admission being predicated on successful (D or higher) completion of 101 (among other requirements). The prerequisite of Mathematics 201 is being removed because course content does not depend upon or require concurrent or previous exposure to the concepts and methods covered in Mathematics 201. The designation of 355 as a prerequisite/corequisite is necessitating that students enrolled in 330 must be admitted into the IE Program (admission is required as a prerequisite for 355).

F. **MODIFY** on page 117 of the current catalog, under **INDUSTRIAL ENGINEERING COURSES (ENGR)**:

FROM:

355 Production and Operations Management (3) (Prerequisites: 101 and 201 and admission to the Industrial Engineering Program) S. Study of the production and operations component of companies. Topics include capacity and location planning, inventory management, scheduling of jobs and projects, and quality assurance and control. Use of quantitative methods. Credit cannot be received for both Industrial Engineering 355 and Management 355.

TO:

355 Production and Operations Management (3) (Prerequisite: Admission to the Industrial Engineering program or permission of department) S. Introduction to production and operations component of manufacturing and service organizations, based on the traditional and the contemporary IE standpoint. Topics include: Types of manufacturing systems, Lean Manufacturing, DMAIC, Kanban, queueing theory, and discrete event simulation.

Rationale for F: The new prerequisites of this course will eliminate redundancy, as "admission to the program" requires the completion of the courses ENGR 101 and 201. "Permission of department" was added for special cases that may be evaluated by the course instructor and the chair of the department. The description of the course is being changed to better reflect the concepts that we aim students to take away from the course and to best align the course with ABET requirements. The last statement of the existing description is being removed since ENGR 355 and MGMT 355 are now different courses. This will allow students from other majors to ask for permission to take the course for elective credit.

G. **MODIFY** on page 117 of the current catalog, under **INDUSTRIAL ENGINEERING COURSES (ENGR)**:

FROM:

356 Quality Control (3) (Prerequisite: 355) S. A study of engineering philosophy, practices and analytical processes implemented in quality planning and administration of products and services. Topics include corporate culture, quality design, human factors and motivation, quality auditing, service quality, quality assurance, quality circles, and conformance to design. Credit cannot be received for both Industrial Engineering 356 and Management 356.

TO:

356 Quality Control (3) (Prerequisite: 320 or permission of department) S. Study of statistical quality control and fundamentals of design of experiments. Applications in manufacturing and service industry. Topics include: process variability, six sigma, control charts, process capability, analysis of variance, hypothesis testing, factorial designs.

Rationale for G: Requiring students to complete ENGR 320 before taking this course will result in students that will have a suitable background in data analytics and applications to workplace data. Please note that ENGR 355 is a prerequisite for ENGR 320. "Permission of department" was added for special cases that may be evaluated by the course instructor and the chair of the department. The description of the course is being changed to better reflect the concepts that we aim students to take away from the course and to best align the course with ABET requirements. The last statement of the existing description is being removed since ENGR 356 and MGMT 356 are now different courses. This will allow students from other majors to ask for permission to take the course for credit towards elective credits.

H. **MODIFY** on page 117 of the current catalog, under **INDUSTRIAL ENGINEERING COURSES (ENGR)**:

FROM:

373 Operations Research (3) (Prerequisite: 355) S. Applications of hypothesis testing, simple linear regression, and multiple linear regression. Coverage of mathematical structures, solution procedures, and applications of basic management science models, including linear programming, network modeling, and simulation. Study of project management methods and techniques. Computer software is used to solve problems. Credit cannot be received for both Industrial Engineering 373 and Management 373.

TO:

373 Operations Research (3) (Prerequisite: 355. Prerequisites/Corequisites: Mathematics 304 and Physics 220 or permission of department) S. This course exposes students to linear and integer programming using optimization (e.g., Simplex, Excel Solver, CPLEX) and

heuristic techniques (e.g., Greedy, Genetic). A wide array of standard optimization problems such as Knapsack, Traveling Salesman and Cutting Plane will be discussed using applications from a variety of fields (health care, energy, logistics/transportation, social networking, etc.). Extensions to mixed integer programming and non-linear programming will be introduced in the later stages of the course.

Rationale for H: The course description is being changed to better align with the requirements of the Accreditation Board of Engineering and Technology (ABET) and to better reflect the expected activities and methods pursued within the course. Moreover, this course will now be available for students from the School of Business that may wish to take an additional course on Operations Research (this is why the statement "or permission from the department" was added and why the statement 'Credit cannot be received for both Industrial Engineering 373 and Management 373' was removed). The prerequisites/corequisites of Mathematics 304 and Physics 220 were added to ensure that students were receiving (either previously or concurrently) an appropriate level of methodological (Mathematics 304) and coding expertise (Physics 220) to maneuver through 373 course content (implementation of Operations Research methods are built upon concepts within Linear Algebra and necessitate computer coding skills to solve problems of even modest size/scale).

I. **MODIFY** on page 117 of the current catalog, under **INDUSTRIAL ENGINEERING COURSES (ENGR)**:

FROM:

420 Human Factors Engineering (3) (Prerequisites: 320, 373, and Mathematics 201) F. A survey of human factors engineering emphasizing the systems approach to workplace and machine design. Discussion of basic human factors research and design methods, visual processes and design methods, selection of statistical techniques for application to human factors data, visual and auditory processes, display and control design, and effects of environmental stressors on humans.

TO:

420 Human Factors Engineering (3) (Prerequisite: 355) F. Study of work design, human factors, and ergonomics. Provides students with tools and techniques used to design, analyze, and improve working stations, with the goal to improve efficiency and productivity. Topics include: time measurement, workplace ergonomics, environmental design, introduction to cognitive ergonomics, and workplace health and occupational standards.

Rationale for I: The new prerequisite for the course eliminates redundancy from the prior prerequisites. The ENGR 355 prerequisite will ensure that students have the adequate background on operations and production processes in an industrial and/or service setting. In addition, the new description is a better representation of the course goals and is better aligned with ABET outcomes. Students in this course are expected to learn how to use tools and techniques that are used traditionally and currently in industrial settings.

J. **MODIFY** on page 117 of the current catalog, under **INDUSTRIAL ENGINEERING COURSES (ENGR)**:

FROM:

467 Supply Chain Design (3) (Prerequisite: 355) F. Supply chain design is concerned with the activities performed from initial raw materials to the finished product. The course examines the analytical modeling of various aspects of a supply chain including product

flows, information flows, and relationships among supply chain participants. Credit cannot be received for both Industrial Engineering 467 and Management 467.

TO:

467 Supply Chain Engineering (3) (Prerequisite: 373, Prerequisite/Corequisite: 468 or permission of department) S. This course will introduce students to the theories and applications of supply chain engineering. Students will learn about supply chain components and metrics as well as how to develop and solve mathematical models to obtain solutions to supply chain challenges. The course will cover supply chain engineering comprehensively and will include discussions on forecasting, transportation, supplier selection, risk, and globalization. Methods in optimization and simulation will be used to implement and integrate these topics into supply chain decision-making.

Rationale for J: The course description is being changed to better align with the requirements of the Accreditation Board of Engineering and Technology (ABET) and to better reflect the expected activities and methods pursued within the course. ENGR 467 and MGMT 467 are now different courses. This course will now be available for students from the School of Business that may wish to take an additional course on Supply Chain Engineering since this is now a different course from MGMT 3467. The prerequisite of 355 is replaced by prerequisite of 373 and the prerequisite/corequisite of 468 was added to ensure that students were receiving (either previously or concurrently) an appropriate level of methodological content to maneuver through 467 course content (implementation of Operations Research methods are necessary to solve certain Supply Chain Engineering problems and concepts discussed within 468, such as inventory management, are strongly paralleled/integrated within 467 content).

K. **MODIFY** on page 117 of the current catalog, under **INDUSTRIAL ENGINEERING COURSES (ENGR)**:

FROM:

470 Facility Design (3) (Prerequisites: 320 and 373) S. Theory and concepts involved in model formulation for design and analysis of facility plans. Includes facility layout, facility location and material handling system design. Application of quantitative tools and techniques for flow analysis, layout planning, and automated material handling system design.

TO:

470 Facility Design (3) (Prerequisites: 350, 373 and 468) S. Theory and concepts involved in model formulation for design and analysis of facility plans. Includes facility layout, facility location, and material handling system design. Application of quantitative tools and techniques for flow analysis, layout planning, and automated material handling system design.

Rationale for K: The prerequisite of ENGR 320 is being replaced by ENGR 350 and ENGR 468. ENGR 320 (Workplace Data Acquisition and Analytics) is not a conceptual prerequisite to ENGR 470. ENGR 350 (Manufacturing Processes) exposes students to the spatial needs and constraints of several manufacturing processes. ENGR 468 covers key concepts such as materials requirement planning and inventory management. These are conceptual prerequisites to ENGR 470.

L. **MODIFY** on page 117 of the current catalog, under **INDUSTRIAL ENGINEERING COURSES (ENGR)**:

FROM:

480 Senior Design (4) (Prerequisites: 420 and 468. Prerequisites/ corequisites: 356 and 470) S. The capstone design course for industrial engineering majors. Survey of methods, tools and techniques used to plan, communicate, manage and control projects and work on teams. Students work in teams to develop a proposal for, and implement, an industrial engineering design project for an actual manufacturing or service industry client.

TO:

480 Senior Design (4) (Prerequisites: 420 and 467; Prerequisites/corequisites: 330, 356 and 470) S. The capstone design course for industrial engineering majors. Survey of methods, tools, and techniques used to plan, communicate, manage and control projects, and work on teams. Students work in teams to develop a proposal for, and implement, an industrial engineering design project for an actual manufacturing or service industry client.

Rationale for L: The prerequisite of ENGR 468 is being replaced by ENGR 467 and a prerequisite/co-requisite of ENGR 330 is being added. These changes are being made to ensure that students are previously or concurrently exposed to all topics of industrial engineering. This is a key requirement for senior design, since it is a capstone course.

M. **ADD** on page 117 of the current catalog, under **INDUSTRIAL ENGINEERING COURSES (ENGR)**:

ADD:

397 Undergraduate Research in Industrial Engineering (3), (2), or (1) (Prerequisites: 320 and admission to the program) F, S. This course will be open to students in their junior or senior year. Working with a faculty member of the Industrial Engineering program, each student enrolled will be assigned to one or more research projects related to Industrial Engineering. The project(s) assigned will be determined based on the interest of the student. The number of hours will be based on the complexity of the project and the time required to complete the project(s). The culmination of this course will require a written report and a formal oral presentation.

Rationale for M: This course will provide Industrial Engineering faculty with a formal method of engagement in student research that does not currently exist within the curriculum. Under the ENGR 397 course, a single or small group of students may elect to pursue directed research projects with a single faculty member in Industrial Engineering for a 15-week semester. The advantages of a designated research course are numerous and apply to both students and faculty. From a faculty perspective, a formal course implies formality in the research effort and allows the faculty member an additional motivating factor (i.e., the students' grade) by which to directly tie their efforts and expectations. From a student perspective, a formal course allows students to directly show research engagement on an academic transcript. For any students pursuing an advanced degree or in consideration for a competitive industry position, demonstrated success on formal research efforts can be seen as a very strong predictor of current capability and future success. The addition of ENGR 397 would also strengthen the IE curriculum overall by furthering its alignment with ABET student outcomes, specifically (b) an ability to design and conduct experiments, as well as to analyze and interpret data, and (i) a recognition of the need for, and an ability to engage in life-long learning.

N. **ADD** on page 117 of the current catalog, under **INDUSTRIAL ENGINEERING COURSES (ENGR)**:

ADD:

497 Special Topics in Industrial Engineering (3), (2), or (1) (Prerequisites: 101 and permission of department) F, S. Study of topics not found in other courses. Open to sophomores, juniors or seniors majoring in Industrial Engineering. A maximum of three semester hours may be earned. Academic Committee approval required for each seminar and practicum. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (three hours) towards the Honors degree by special arrangement.

Rationale for N: The introduction of ENGR 497 to the IE curriculum would enable faculty to pursue engaging and relevant topics in IE with the depth and focus expected in a 15-week course. The addition of ENGR 497 would also strengthen the IE curriculum overall by furthering its alignment with ABET student outcomes, specifically (j) a knowledge of contemporary issues.

This course can be taken as an elective in addition to the 122 credit-hours required to complete the major. This course will also be available to students in other disciplines upon consent from the course instructor and department chair.

O. **ADD** on page 113 of the current catalog, at the bottom of the section labeled "PHYSICAL SCIENCE":

ADD:

150 Physical Science for Teachers (4:3-3) (Prerequisite: Mathematics 105, 110/110L, or eligibility to take Mathematics 111 or 121) F. A course designed for middle level, elementary, and early childhood education majors which covers mechanics, electricity, magnetism, waves, light, and optics. The course focuses first on helping students understand content knowledge but also models scientific inquiry.

Rationale for O: This new course, PSCI 150, will be a 4-credit course (including a lab) that will address a need for both Middle Level Education (MLE), Elementary Education (ELEM), and Early Childhood Education (ECE) majors. It will cover mechanics, electricity, magnetism, waves, light, and optics; and it will provide a learning experience targeted to future teachers, and aligned with the relevant K-8 standards.

Currently, MLE majors with a specialty in science are required to take both Physics 215 and 216, which is an 8-credit sequence (two 4-credit courses). The MLE curriculum is very full, and PSCI 150 will replace this 8-credit sequence for these majors, resulting in an overall reduction of 4 credits. This new course will also be designed to better target the specific needs of MLE, ELEM, and ECE majors. Physics 215 and 216 both emphasize mathematical problem solving, including mathematical methods that are more sophisticated than the middle school level — specifically trigonometry and some of the algebra. By reducing the focus on mathematical problem solving, we will be able to focus more on conceptual understanding, strategies for addressing common student misconceptions, and working with the type of equipment that these majors are likely to use in the future in their own classrooms for scientific measurements (described below).

Currently, ELEM and ECE majors are required to take PSCI 101, which is a 4-credit course that briefly covers virtually all areas of physics. PSCI 150 will replace PSCI 101 for these

students, resulting in no overall change in number of credits, but again providing an experience that will better target the needs of ELEM and ECE majors, focusing on how to address common student misconceptions and working with the type of equipment that these majors are likely to use in the future in their own classrooms for scientific measurements.

As future teachers, it will be important for the students in PSCI 150 to achieve a high level of familiarity and comfort with the type of equipment that they are likely to use in the future in their own classrooms for scientific measurements. To accomplish this, the students will be required to purchase their own basic set of equipment for computer-based measurements; and they will use this equipment throughout the semester — at home, in class, and in lab — before using it in their own classrooms in the future. (In the past, this would have been prohibitively expensive, but has been made possible by recent technological developments.)

P. **DELETE** on page 114 of the current catalog, under the heading **B. Health Physics Concentration**:

Students in the health physics track are encouraged to pursue a minor in Chemistry by taking Chemistry 303.

Rationale for P: The Chemistry minor was changed several years ago, such that students in the health physics concentration will no longer complete the minor by taking CHEM 303.

Q. **MODIFY** on page 114 of the current catalog, under **PHYSICS COURSES (PHYS)**:

FROM:

210 Introduction to Radiation Protection (1) (Prerequisite: 202 or permission of department) S. This course will introduce the fundamental principles involved in radiation protection including: time, distance, and shielding, activity, radioactive decay, nuclear instrumentation, and the measurement of and units for radiation quantities. Students will also undergo radiation safety training required for future radiation work in the academic laboratory or the workplace.

TO:

210 Introduction to Radiation Protection (1) (Prerequisite: 200 or permission of department) S. This course will introduce the fundamental principles involved in radiation protection including time, distance, and shielding; activity; radioactive decay; nuclear instrumentation; and the measurement of and units for radiation quantities. Students will also undergo radiation safety training required for future radiation work in the academic laboratory or the workplace.

Rationale for Q: This course has been offered for several years, now. The additional knowledge gained in PHYS 202 is not essential to the introductory radiation protection topics covered in PHYS 210. One goal of the course is to prepare students for summer internships. An increasing number of health physics students are pursuing internships after their freshman year. This change in prerequisite will allow interested students to take the course in spring of their freshman year.

R. **MODIFY** on page 115 of the current catalog, under **PHYSICS COURSES (PHYS)**:

FROM:

401 Quantum Mechanics (3) (Prerequisites: 220 and 314 or permission of department) F. Methods of quantum theory including quantum state vectors, operators, eigenvalue equations, and expectation values. The Schrodinger Equation and applications to quantum spins, bound particles, free particles, and scattering. Three-dimensional problems including the hydrogen atom. Perturbation theory and its application to atoms and molecules. Modern applications of quantum mechanics such as quantum cryptography, quantum computing, and magnetic resonance.

TO:

401 Quantum Mechanics (3) (Prerequisites: 220 and 314 or permission of department) AS. Methods of quantum theory including quantum state vectors, operators, eigenvalue equations, and expectation values. The Schrodinger Equation and applications to quantum spins, bound particles, free particles, and scattering. Three-dimensional problems including the hydrogen atom. Perturbation theory and its application to atoms and molecules. Modern applications of quantum mechanics such as quantum cryptography, quantum computing, and magnetic resonance.

Rationale for R: The course is now being offered in alternate spring semesters. The prerequisites allow for juniors or seniors to take the course. By alternating years of offering, enrollment in the course will increase. It also allows the department to expand course offerings without adversely affecting teaching loads.

S. **MODIFY** on page 115 of the current catalog, under **PHYSICS COURSES (PHYS)**, and on page 70, under **BIOLOGY COURSES (BIOL)**:

FROM:

415 Radiation Biology (3) (Prerequisite: Physics 316 and Biology 106, or permission of department) S. Topics include the fundamental physical, chemical, and biological mechanisms that lead to radiation-induced biological damage. The course will begin with interactions and responses at a molecular level and progress towards cellular and systemic responses to the damage. Methods for assessing the dose to biological systems and the corresponding risk will be addressed.

TO:

415 Radiation Biology (3) (Prerequisite: Physics 316 and Biology 106, or permission of department) AS. Topics include the fundamental physical, chemical, and biological mechanisms that lead to radiation-induced biological damage. The course will begin with interactions and responses at a molecular level and progress towards cellular and systemic responses to the damage. Methods for assessing the dose to biological systems and the corresponding risk will be addressed.

Rationale for S: This change reflects current practice of offering the course in alternating years.

T. **ADD** on page 115 of the current catalog, under **PHYSICS COURSES (PHYS)**:

ADD:

410 Advanced Laboratory in Physics (1:3) (Prerequisite: 220, 314 and permission of department) AF. Students will learn experimental skills in physics by performing advanced undergraduate physics experiments that involve laser spectroscopy, interferometry, resonance, Fourier methods, digital oscilloscopes, and single photon tests of quantum mechanics. Students will learn methods for communicating scientific results in the form of formal laboratory reports, including the appropriate scientific content, style, format, clarity, and analysis. Students will also learn oral presentation skills by preparing and delivering an oral presentation on one of the advanced undergraduate physics experiments.

U. **MODIFY** on page 113 of the current catalog, under **Computational Physics Concentration**:

FROM:

A concentration in computational physics requires completion of:

1. Physics 200, 201, 202, 220, 301, 302, 314, 320, 401, 406, 419, and 420

TO:

A concentration in computational physics requires completion of:

1. Physics 200, 201, 202, 220, 301, 302, 314, 320, 401, 406, 410, and 419

Rationale for T and U: Students in the computational physics option do not have a required lab experience after PHYS 314 (taken in their sophomore year). They will benefit from engagement in advanced laboratory skills. By offering this course in alternate years, and changing PHYS 401 (Quantum Mechanics) to an alternate year offering (see item R), we are able to offer the new course without increasing the faculty teaching load.

V. **MODIFY** on page 114 of the current catalog, under **MINOR:**

FROM:

A minor in physics requires 18 semester hours, including Physics 200, 201, and 202.

TO:

A minor in physics requires 18 semester hours, including Physics 200, 201, and 202. Physics 215 and 216 may not be counted toward the minor.

Rationale for V: Physics 215 and 216 are the algebra-based version of Physics 201 and 202.

7. Proposal from the Department of Psychology

A. **CHANGE**, On page 122 of the current catalog, the description of MAJOR requirements:

FROM:

A major in psychology requires 38 semester hours to include the following:

1. Psychology 206, 216, 220, 302, 303, 304, 319, 336, and 499

2. At least one course from the Developmental Core courses of Psychology 315, 316, 334
3. One course from the Integrative Experiences courses of Psychology 470 and 498
4. Nine hours of psychology electives, with a minimum of eight hours at the 300-level or higher
5. Biology 105/115 or 104
6. Minor/collateral requirements (two options)
    a. Two 12-hour collaterals approved by the faculty adviser
    b. An 18-hour minor approved by the faculty adviser

TO:

A major in psychology requires 38 semester hours to include the following:

1. Psychology 206, 216, 220, 302, 303, 304, 336, and 499
2. At least one course from the Psychology of Individuals and Groups Core courses of Psychology 319, 325, 326
3. At least one course from the Developmental Core courses of Psychology 315, 316, 334
4. One course from the Integrative Experiences courses of Psychology 470 and 498
5. Nine hours of psychology electives, with a minimum of eight hours at the 300-level or higher
6. Biology 105/115 or 104
7. Minor/collateral requirements (two options)
    a. Two 12-hour collaterals approved by the faculty adviser
    b. An 18-hour minor approved by the faculty adviser

RATIONALE:

The proposed changes made to the major requirements involve broadening the PSY 319 course requirement to a menu option where students have the option of selecting one course from the Psychology of Individuals and Groups Core courses comprised of PSY 319 (Social Psychology), PSY 325 (Abnormal Psychology), and PSY 326 (Theories of Personality). The rationale for this proposal is that it would broaden the options available to students who may have greater interest in courses other than Social Psychology, and it would also provide greater flexibility for our students who often have difficulty taking courses required for graduation due to classes filling up early in the registration period. The content of topics covered in each class in the Psychology of Individuals and Groups Core is considered equally important to the study of psychology, and therefore, the department faculty have agreed that no one course out of this group should be prioritized as a major requirement over the other two courses in this core. Further, this menu option is consistent both with current major requirements at FMU (please see the menu option for the Developmental Core course requirement described above) as well as at other public universities in South Carolina (e.g., USC, Clemson, College of Charleston).

8. Proposal from the Department of Sociology

A. CHANGE on page 126 of the FMU 2016-2017 Catalog, under MAJOR and Item 2.

FROM:

Students following the General Track select from the following elective courses:

Two courses in Culture and Social Organization: 361, 374, 375, 381, 382, 387, 388
Two courses in Inequality and Diversity: 306, 310, 315, 327, 331
One course in Deviance: 341, 342, 343, 344, 346, 347, 348, 349, 351, 352
One additional course numbered 300 and above

TO:

Students following the General Track select from the following elective courses:
Four courses in General Sociology: 306, 310, 315, 327, 331, 361, 374, 375, 381, 382, 387, 388
One course in Deviance: 341, 342, 343, 344, 346, 347, 348, 349, 351, 352
One additional course numbered 300 and above

Rationale for change

1. The division of courses into the categories of Culture and Social Organization, or Inequality and Diversity, is inaccurate and artificial. For example, SOCI 374 Work in Society discusses the different types of jobs in the labor market (Social organization) and how occupational segregation exists by race, gender, age, and disability (Inequality). SOCI 331 Environment discusses the use of natural resources, issues of waste, economic markets and politics (Social organization), and toxic exposure faced by different racial, ethnic, gender, income, and nationality groups (Inequality).
2. This artificial division of courses was created to appease a faculty member when the Sociology Program was dramatically overhauled in 2002. That faculty member has long since retired from FMU (ten years ago).
3. With a limited number of faculty (five), it has always been difficult to ensure that an adequate offering of courses in the General track has occurred every semester, and that a diversity of course offerings has occurred across semesters, for students to get the courses that they need to graduate.
4. Increasing need for the offering of some courses (i.e. SOCI 375, 331) to be offered frequently for majors in interdisciplinary programs has also made it become difficult to offer a diversity of courses for both of the categories of courses in the General Track.
5. The change would offer students in the General Track more flexibility in choosing courses that interest them.

B. **CHANGE** on page 129 of the FMU 2016-2017 Catalog, within the Four Year Plan for Sociology Majors – General Track, in all places that it appears:

FROM:

Sociology: Inequality or Culture*

TO:

Sociology: General

C. **DELETE** on page 129 of the FMU 2016-2017 Catalog, at the bottom of the Four Year Plan for Sociology Majors – General Track, the 2nd footnote:

*Students must take two Culture and Social Organization courses and two Inequality and Diversity courses.

D. CHANGE on page 126-127 of the 2016-2017 catalog, in the Sociology 339 description:

FROM:

339 Sociological Theory (3) (Prerequisite: Twelve hours in sociology, including 302 or permission of department) F, S. Selective survey of major theorists and theoretical perspectives with emphasis upon their applications to contemporary research.

TO:

339 Sociological Theory (3) (Prerequisite: Sociology 201 or permission of department) F, S. Selective survey of major theorists and theoretical perspectives with emphasis upon their applications to contemporary research.

Rationale for change

1. Students may perform better in the Sociology 302 course if they have had or are concurrently taking the Theory course.
2. Requiring students to take a Methods course before taking Theory does not follow the logical sequence of the research process.
3. There will be no detrimental consequences to students progressing through the major if they take Theory before the Methods course.
4. Soci 302 Methods is a course that some students struggle to complete in their first attempt. If they cannot take Soci 339 Theory without passing 302, then they often become stuck in the major and cannot progress forward; yet those students have already nearly completed the major at that time.
5. Having more hours in sociology (12+) is not expected to improve student performance in Theory. They receive some exposure in soci 201.

9. Proposal from School of Education

A. MODIFY on page 63, under SCHOOL OF EDUCATION

FROM:

SCHOOL OF EDUCATION
Early Childhood Education (B.S., no minor or collateral)
Education-Secondary (No undergraduate major, minor or collateral)
Elementary Education (B.S., no minor or collateral)
Health (Courses only: no major, minor, or collateral)
Instructional Accommodation (M.Ed., no minor or collateral)
Learning Disabilities (M.A.T., M.Ed., no minor or collateral)
Middle Level Education (B.S., no minor or collateral;: two specialty areas)
Physical Education (Courses only: no major, minor, or collateral)

TO:

SCHOOL OF EDUCATION
Early Childhood Education (B.S., no minor or collateral)
Education-Secondary (Teacher Licensure options in Biology, English, & Mathematics)
Elementary Education (B.S., no minor or collateral)
Instructional Accommodation (M.Ed., no minor or collateral)
Learning Disabilities (M.A.T., M.Ed., no minor or collateral)
Middle Level Education (B.S., no minor or collateral; two specialty areas)

Physical Education (Courses only: no major, minor, or collateral)

B. **MODIFY** on page 141, under REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM (CHECK POINT 1)

FROM:

Students seeking an Education degree enter as Pre-Education students in one of the six majors (Early Childhood, Elementary, Middle, PreK-12Art, Secondary Math, or Secondary English). After meeting the requirements specified below, students are accepted and must complete the graduation requirements for the selected program.

TO:

Students seeking an Education degree enter as Pre-Education students in one of the seven majors (Early Childhood, Elementary, Middle, PreK-12Art, Secondary Biology, Secondary Math, or Secondary English). After meeting the requirements specified below, students are accepted and must complete the graduation requirements for the selected program.

Rationale for A-B: The new Secondary Biology program is being added to these sections. Health courses have been deleted from the School of Education programs.

C. **MODIFY** on page 142, under EARLY CHILDHOOD EDUCATION

FROM:

Coordinator: Dr. Jeanne Gunther
Grades: Pre-Kindergarten – Third
A Bachelor of Science degree in Early Childhood Education requires the following:

General Education . . . . . .48 hours
Communications . . . . . 9 hours
English 101 or English 101E/101L 3
English 102 3
Speech Communication 101 3
Social Sciences . . . . . 9 hours
Geography elective 3
Political Science 101 OR 103 3
Additional three hours chosen from economics, geography,
political science, sociology, or Honors 250-259 3
Humanities . . . . . 12 hours
Literature (elective) 3
History (elective) 3
Art 101, Music 101, or Theatre 101 6
Mathematics . . . . . 6 hours
Mathematics 170 3
Mathematics 270 3
Natural Sciences . . . . . 12 hours
a. Biology 4
b. Chemistry, Physics, or Physical Science* 4
c. Astronomy, Biology, Chemistry, Physics, Physical Science 4

TO:

Coordinator: Dr. Jeanne Gunther
Grades: Pre-Kindergarten – Third
A Bachelor of Science degree in Early Childhood Education requires the following:

General Education . . . . . .48 or 49 hours
Communications . . . . . 9 or 10 hours
English 101 or English 101E…… . . . . . 3 or 4
English 102 3
Speech Communication 101 3
Social Sciences . . . . . 9 hours
Geography elective 3
Political Science 101 OR 103 3
Additional three hours chosen from economics, geography,
political science, sociology, or Honors 250-259 3
Humanities . . . . . 12 hours
Literature (elective) 3
History (elective) 3
Art 101, Music 101, or Theatre 101 6
Mathematics . . . . . 6 hours
Mathematics 170 3
Mathematics 270 3
Natural Sciences . . . . . 12 hours
a. Biology 102 4
b. Physical Science 150…… 4
c. Astronomy 201 or 202 or Honors 280-289*…… 4
*Must be a four credit hour course with laboratory

D. **MODIFY** on pages **142, under ELEMENTARY EDUCATION**

FROM:

Coordinators: Dr. Kim McCuiston and Mrs. Lindsay M. Sturkie
Grades: Two – Six
A Bachelor of Science degree in Elementary Education requires the following:
General Education . . . . . .48 hours
Communications . . . . . 9 or 10 hours
English 101 or English 101E/101L 3or 4
English 102 3
Speech Communication 101 3
Social Sciences . . . . . 9 hours
Geography elective 3
Political Science 101 or 103 3
Additional three hours to be chosen from anthropology, economics, geography, political science, sociology, or Honors 250-259 3
Humanities . . . . . 12 hours
Literature (elective) 3
History (elective)* 3
Art 101, Music 101, or Theatre 101 6
Mathematics . . . . . 6 hours
Mathematics 170 3

Mathematics 270 3
Natural Sciences . . . . . 12 hours
a. Biology 4
b. Chemistry, Physics, or Physical Science** 4
c. Astronomy, Biology, Chemistry, Physics, or
Physical Science** 4
*Students are strongly encouraged to take either History 201 or 202 to be better prepared for the Elementary Praxis content exams.
**To satisfy the Natural Sciences requirement, students must take at least one course from a, at least one course from b, and at least one course from c above.
**Credit toward graduation may not be earned in both Physical Science 101-102 and any chemistry course or physics course. Psychology does not count as science for Elementary Education teacher licensure. Students cannot take both Biology 104 and 105. Students are strongly encouraged to take biology, physical science, and astronomy to be better prepared for the Elementary Praxis content exams.

TO:

Coordinators: Dr. Kim McCuiston and Mrs. Lindsay M. Sturkie
Grades: Two – Six
A Bachelor of Science degree in Elementary Education requires the following:

General Education . . . . . 48 or 49 hours
Communications . . . . . 9 or 10 hours
English 101 or English 101E..... . . . . 3 or 4
English 102 3
Speech Communication 101 3
Social Sciences . . . . . 9 hours
Geography elective 3
Political Science 101 or 103 3
Additional three hours to be chosen from anthropology, economics, geography, political science, sociology, or Honors 250-259 3
Humanities . . . . . 12 hours
Literature (elective) 3
History (elective)* 3
Art 101, Music 101, or Theatre 101 6
Mathematics . . . . . 6 hours
Mathematics 170 3
Mathematics 270 3
Natural Sciences . . . . . 12 hours
a. Biology 102 **. 4
b. Physical Science 150** 4
c. Astronomy 201 or 202 or Honors 280-289*** 4

*Students are strongly encouraged to take either History 101 or 102 to be better prepared for the Elementary Praxis content exams.
**To satisfy the Natural Sciences requirement, students must take at least one course from a, at least one course from b, and at least one course from c above. Psychology does not count as science for Elementary Education teacher licensure. Students are strongly encouraged to take Biology 102, Physical Science 150, and Astronomy to be better prepared for the Elementary Praxis content exams.

***Must be a four credit hour course with laboratory

E. **MODIFY** on pages **143-4, under MIDDLE LEVEL EDUCATION**

FROM:

Coordinators: Dr. Kim McCuiston and Mrs. Lindsay M. Sturkie
Grades: Five – Eight
Majors in Middle Level Education will be completing a program that allows them to be licensed to teach middle level students in two of the four major content areas (Language Arts, Social Studies, Science, Mathematics).
Candidates seeking licensure must complete the specific requirements listed below:

General Education . . . . . 48 hours
Communication . . . . . 9 or 10 hours
English 101 or 101E/101L . . . . . 3 or 4
English 102 3
Speech Communication 101 3
Mathematics . . . . . 6 hours
Mathematics 132 or higher (Math & Science)
Mathematics 131 or higher (ELA & SS) 3
Mathematics 134 3
Social Sciences . . . . . 9 hours
Geography 101 3
Political Science 101 or 103 3
An additional three hours chosen from anthropology, economics, geography, political science, sociology, or Honors 250-259. 3
Humanities . . . . . 12 hours
History Elective 3
Literature Elective. 3
Art 101, Music 101, or Theatre 101 3
Art, History, Literature, Music, Philosophy and Religious Studies, Theatre or Honors 260-269. 3
Sciences (Should include both biological and physical sciences) . . . . . 12 hours
Biology 103, 104, or 105/115. 4
Physical Science 101. 4
Biology or Physical Science Elective or Psychology 206/216 4
PSY 206/216 will not count for science concentration but is required for the social studies concentration.
Pre-Professional Education . . . . . 7 hours
Education 190, 191 4
Education 190 and 191 are corequisites
Education 305 3
Supporting Courses. . . . . 3 hours
Psychology 316 3
Professional Education Courses
(Require admission to the program)* . . . . . 35 hours
Education 310 3
Education 311 3
Education 313 1
Education 322 3

Education 380 2
Education 394 (may be taken with either methods course)….. 2
Education 411 3
Middle Level Education 422 3
Student Teaching Block*
Education 487 3
Education 490 12
Specialty Area Requirements (All candidates must specialize in two areas. Note that the choice of specialty may affect choices in general education.) . . . . . 36-41 hours
Middle Level English/Language Arts . . . . . 18 hours
Education 326..…… . . . . . ….... ……..3
English 300 3
English 310 3
English 315 3
English 340 3
English 341 3
Middle Level Mathematics . . . . . 18 hours
Mathematics 201 3
Mathematics 230 3
Mathematics 235 3
Mathematics 345 3
Mathematics Elective – 200 or higher 3
Middle Level Education 316…….... 3
Middle Level Science . . . . . 22-23 hours
Relevant General Education Choices
Biology 105/115 (or Biology 103 and 104)
Chemistry 101
Astronomy 201
Specialty Courses
Biology 106 4
Physics 215 4
Physics 216 4
Option: Geography 105 or Astronomy 202 . . . . . 3/4
Option: Chemistry 102 or any Biology above 200… 4
Middle Level Education 317.. 3
Middle Level Social Studies . . . . . 18 hours
Relevant General Education choices
Geography 101 3
Political Science 101 3
Political Science 103. 3
History 202 3
Psychology 206/216 . . . . . 3or 4
Specialty Courses
Economics 203 3
Economics 204 3
History 203 3
History 204 3
History 316 3
History 300/400 level elective (optional to earn a minor in history)
Middle Level Education 315 3
Minimum hours required for graduation . . . . . 129 hours

TO:

Coordinators: Dr. Kim McCuiston and Mrs. Lindsay M. Sturkie
Grades: Five – Eight
Majors in Middle Level Education will be completing a program that allows them to be licensed to teach middle level students in two of the four major content areas (Language Arts, Social Studies, Science, Mathematics).
Candidates seeking licensure must complete the specific requirements listed below:

General Education . . . . . 48 or 49 hours
Communication . . . . . 9 or 10 hours
English 101 or 101E….. . . . . 3 or 4
English 102 3
Speech Communication 101 3
Mathematics . . . . . 6 hours
Mathematics 132 or higher (Math & Science)
Mathematics 131 or higher (ELA & SS) 3
Mathematics 134 3
Social Sciences . . . . . 9 hours
Geography 101 3
Political Science 101 or 103 3
An additional three hours chosen from anthropology, economics, geography, political science, sociology, or Honors 250-259. 3
Humanities . . . . . 12 hours
History Elective 3
Literature Elective. 3
Art 101, Music 101, or Theatre 101 3
Art, History, Literature, Music, Philosophy and Religious Studies, Theatre, or Honors 260-269 3
Sciences (Should include both biological and physical sciences). .. . . . 12 hours
Biology 102 or 105/115 *. 4
Physical Science 150* 4
Astronomy 201* or Psychology 206/216** 4
** Biology 105/115, Physical Science 150, and Astronomy 201 are required for the science specialty area.*
***PSY 206/216 will not count for science concentration but is required for the social studies specialty area.*

Pre-Professional Education . . . . . 7 hours
Education 190, 191 4
Education 190 and 191 are corequisites
Education 305 3
Supporting Courses. . . . . 3 hours
Psychology 316 3
Professional Education Courses
(Require admission to the program) . . . . . 35 hours
Education 310 3
Education 311 3
Education 313 1
Education 322 3
Education 380 2

Education 394 (may be taken with either methods course)…... 2
Education 411 3
Middle Level Education 422 3
Student Teaching Block
Education 487 3
Education 490 12
Specialty Area Requirements (All candidates must specialize in two areas. Note that the choice of specialty may affect choices in general education.) . . . . . 36-37 hours
Middle Level English/Language Arts . . . . . 18 hours
Education 326..……. . . . . ……..3
English 300 3
English 310 3
English 315 3
English 340 3
English 341 3
Middle Level Mathematics . . . . . 18 hours
Mathematics 201 3
Mathematics 230 3
Mathematics 235 3
Mathematics 345 3
Mathematics Elective – 200 or higher 3
Middle Level Education 316…….... 3
Middle Level Science . . . . . 18-19 hours
Relevant General Education Choices
Astronomy 201
Biology 105/115
Physical Science 150
Specialty Courses
Biology 106 4
Chemistry 101. …. 4
Option: Geography 105 or Astronomy 202 . . . . . 3/4
Option: Chemistry 102 or any Biology above 200… 4
Middle Level Education 317. 3
Middle Level Social Studies . . . . . 18 hours
Relevant General Education choices
Geography 101
Political Science 101
Political Science 103
History 102
Psychology 206/216
Specialty Courses
Economics 203 3
Economics 204 3
History 103 3
History 104 3
History 316 3
History 300/400 level elective (optional to earn a minor in history)
Middle Level Education 315 3
Minimum hours required for graduation . . . . . 129 hours

Rationale for C-E: In an effort to increase the enrollment in middle level science, the Physics dept. has created *Physical Science 105*, combining relevant concepts from Physical Science 101, Physics 215 & 216. This will allow the science concentration to be reduced to 18-19 hours, making this area of concentration more attractive to Middle Level Education (MLE) Science Majors. Because Physical Science 150 will be taught based on K-8th grade science standards, this will be a required gen. ed. course for ECE, ELEM, and MLE majors. Similarly, Biology 102 has been created to satisfy the general education requirement for education majors, therefore Biology 102 will be the required course ECE, ELEM, and MLE majors (with the exception of those MLE choosing science as a specialty area). Additional changes included adding Honor course options to ECE, ELEM, and MLE programs.

F. MODIFY on page **144 under SECONDARY EDUCATION**

FROM:

Grades: Nine – Twelve
Majors in English and mathematics may complete an approved program leading to South Carolina licensure. (For degree requirements, please see the Teacher Licensure Options in the DEPARTMENT OF ENGLISH, MODERN LANGUAGES, AND PHILOSOPHY and the DEPARTMENT OF MATHEMATICS.)

TO:

Grades: Nine – Twelve
Majors in Biology, English and Mathematics may complete an approved program leading to South Carolina licensure. (For degree requirements, please see the Teacher Licensure Options in the DEPARTMENT OF BIOLOGY; DEPARTMENT OF ENGLISH, MODERN LANGUAGES AND PHILOSOPHY; and the DEPARTMENT OF MATHEMATICS.)

Rationale for F: The new Secondary Biology program needs to be added in this section.

G. MODIFY on page **145, under EDUCATION COURSES (EDUC)**

FROM:

310 Using Technology Effectively in the Classroom (3). F, S, SU. (Prerequisite: Admission to Professional Education Program) Designed for education majors, this course provides a hands-on approach for using technology to enhance classroom instruction. Students are introduced to microcomputer software applications, hardware and web applications. Topics include computer fundamentals, word processing, electronic spreadsheets, databases, and other microcomputer applications. Practical applications include planning instructional and teacher resources for a classroom setting utilizing a variety of software, hardware, and web applications. This course is aligned with International Society for Technology in Education standards – ISTE standards.

TO:

310 Using Technology Effectively in the Classroom (3). F, S, SU. (Prerequisite: Admission to Professional Education Program) Designed for education majors, this course provides a hands-on approach for using technology to enhance classroom instruction. Students are introduced to microcomputer software applications, hardware and web applications. Topics include computer fundamentals, word processing, electronic spreadsheets, databases, and other microcomputer applications. Practical applications include planning instructional and teacher resources for a classroom setting utilizing a variety of software, hardware, and web applications. This course is aligned with

International Society for Technology in Education standards – ISTE standards. This course could require up to 10 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: www.fmarion.edu/academics/news_and_announcements.

Rationale for G: We are adding a clinical component to our technology course to allow our students the opportunity to visit schools and observe how teachers are actually using technology in their classrooms. SLED checks are required for all school placements.

H. MODIFY on page 183 the course description of EDUC 638, 639, and 737

Rationale: These courses should be co-requisites, and the SLED check requirement should be added to EDUC 639.

FROM:

638 Assessment of Reading (3) This course is designed to introduce the learner to reading assessment in terms of theories, specific measures and procedures, data interpretation and intervention implications.

TO:

638 Assessment of Reading (3) (Corequisite EDUC 639) This course is designed to introduce the learner to reading assessment in terms of theories, specific measures and procedures, data interpretation, and intervention implications.

FROM:

639 Practicum: Assessment of Reading (1) (Prerequisite EDUC 638). This course is designed to allow learners the practical experience of assessing Pk-12 students in reading. Course participants will have the opportunity to demonstrate proficiency in interpreting data and developing interventions.

TO:

639 Practicum: Assessment of Reading (1) (Corequisite EDUC 638). This course is designed to allow learners the practical experience of assessing PK-12 students in reading. Course participants will have the opportunity to demonstrate proficiency in interpreting data and developing interventions. This course requires the completion of a minimum of 15 hours in a South Carolina public school setting. MAT-LD program participants must be placed in a classroom that provides instruction to PK-12 students with learning disabilities. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage (www.fmarion.edu/academics/news_and_announcements) for specific SLED background check deadlines.

FROM:

737 Content Area Reading and Writing (3). This course is designed to prepare pre-service and in-service teachers in grades Pk-12 to teach reading and writing skills related to content subjects (i.e., Math, Science, Social Studies, English Language Arts) in an integrated manner. Methods and materials needed to promote reading achievement in content subjects will be examined. This course will discuss the basic components of the reading and the writing processes and aid in the development of techniques to help students construct meaning from both expository and literature texts across the various disciplines. This course contains a clinical component for the implementation of a 4-6 day unit of study in a Pk-12 classroom.

TO:

737 Content Area Reading and Writing (3). This course is designed to prepare pre-service and in-service teachers in grades PK-12 to teach reading and writing skills related to content subjects (i.e., Math, Science, Social Studies, English Language Arts) in an integrated manner. Methods and materials needed to promote reading achievement in content subjects will be examined. This course will discuss the basic components of the reading and the writing processes and aid in the development of techniques to help students construct meaning from both expository and literature texts across the various disciplines. This course contains a clinical component for the implementation of a 4-6 day unit of study in a PK-12 classroom. This course requires the completion of a minimum of 15 hours in a South Carolina public school setting. MAT-LD program participants must be placed in a classroom that provides instruction to PK-12 students with learning disabilities. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage (www.fmarion.edu/academics/news_and_announcements) for specific SLED background check deadlines.

VI. Old Business

1. Proposal from the Admissions, Advising, and Retention Committee

A. CHANGE, on page 102 of the current *Faculty Handbook*, under Admissions, Advising, and Retention

FROM:

1. *Membership and Chair*. The committee shall consist of five faculty members elected from the faculty for three-year terms. In addition, a) the Associate Provost for Enrollment Management, b) the Director of Admissions, c) the Coordinator for Orientation and Provisional Programs, and d) the Registrar shall serve as members. A Representative from the Financial Assistance Office shall serve without vote.

TO:

1. *Membership and Chair*. The committee shall consist of five faculty members elected from the faculty for three-year terms. In addition, a) the Associate Provost for Enrollment

Management, b) the Director of Admissions, c) the Associate Provost for Advising, and d) the Registrar shall serve as members. A Representative from the Financial Assistance Office shall serve without vote.

RATIONALE: With the establishment of the Center for Academic Success and Advisement (CASA), all provisional programs, including probation advising, will now be carried out by the CASA staff in the Advising Center. Additionally, beginning January 2017, Orientation will be moved under the Office of Admissions, which already has a representative on the committee.